DOCUMENT RESUME

ED 082 875 RC 007 316

AUTHOR	Sherarts, I. Karon; And Others
TITLE	The Formal Education of Menominee Children at the Middle School Level: Students.
INSTITUTION	Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.
PUB DATE	Mar 73
NOTE	95p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	American Indian Culture; *American Indians; Anglo Americans; *Evaluation; *Middle Schools; Parent Reaction; Peer Relationship; Second Languages; *Student Attitudes; *Students; Teacher Behavior
IDENTIFIERS	*Menominees

ABSTRACT

The perceptions of Middle School Menominee students about education and their school were presented in this report. Interviews were given to the American Indian students during April and May 1969. The sample consisted of 46 girls and 59 boys in grades 6 through 8. Students responded to questions on perception of parents' educational commitment, student attitudes toward formal education, Middle School life, and tribal language and culture. Major findings were that nearly half of the respondents felt Menominee language and culture courses should be taught, that nearly all students enjoyed several in-school peer relationships, that 7th grade students were most likely to view education as an important aspect of their future, and that 18 0/0 of the respondents felt their parents were somewhat committed to the value of formal education. Aspects students liked and disliked, and selected recommendations for change made by Menominee students were included, along with a copy of the student handbook. (PS)

FILMED FROM BEST AVAILABLE COPY

ED 082875

RECEIVED
JUL 27 1973
NMSU
E.R.I.C.

THE FORMAL EDUCATION OF MENOMINEE CHILDREN AT THE MIDDLE SCHOOL LEVEL: STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

I. Karon Sherarts

Arthur M. Harkins

Richard G. Woods

Training Center for
Community Programs
in coordination with
Office of Community Programs
Center for Urban and Regional Affairs

University of Minnesota
Minneapolis, Minnesota

March, 1973

The work reported here is part of a large University of Minnesota project, which has been financed from several sources.

RC007316

TABLE OF CONTENTS

INTRODUCTION.....i

PERCEPTION OF PARENTS COMMITMENT TO EDUCATION
Parental Attitudes Toward Education.....1
Parental School Contact.....3

STUDENT ATTITUDES TOWARD FORMAL EDUCATION
Students Interest in the Academic Aspect of School.....5
Study Centers.....8
Perception of the Relationship Between Formal Education and Adulthood.....10

LIFE IN MIDDLE SCHOOL
Overall Evaluation of Middle School.....15
Teachers.....22
Involvement in School Affairs.....30
Peer Relationships.....32
Perceptions of Differences Between Indians and Whites.....34

TRIBAL LANGUAGE AND CULTURE
Tribal Language.....42
Tribal Culture.....46
Ideal Relationship Between School and Tribal Language and Culture.....48

APPENDIX I.....57

APPENDIX II.....62

APPENDIX III.....67

INTRODUCTION

This report is one of a series on the education of Menominee children. It concerns Middle School students' perceptions about education and their school. Another report, The Formal Education of Menominee Children at the Middle School Level: Teachers, discusses teachers' observations of Menominee students. Together, these two reports comprise a study of Middle School. Other reports on the education of Menominee children include:

The Formal Education of Menominee Indian children: Sociocultural and Socioeconomic Background Factors.

The Formal Education of Menominee Indian Children: Recent Educational Background Conditions.

School Teachers and the Education of Menominee Indian Children: A Study of Two Elementary Schools.

The Formal Education of Menominee Indian Children at the High School Level: Teachers.

Menominee Children: A Study of Two Elementary Schools.

The Parochial Education of Menominee Indian Children: A Study of One School.

Menominee Parents and the Education of Menominee Children.

The Formal Education of Menominee Indian Children at the High School Level: Students.

Influential Persons and Menominee Education.

A Summary Report on Menominee Indian Education: 1968-70.

Fieldwork for the National Study of American Indian Education was done at Middle School during April and May of 1969. Data were collected by a White male fieldworker, He made efforts to contact and secure the cooperation of as many Menominees who were interested in participating in the National Study of American Indian Education. Interviews were conducted during student's study hall period. Approximately seventy percent of the Menominee students attending Middle School were interviewed.

The fieldworker found most students highly interested in the study anddvery cooperative. The teachers and school administration were helpful in locating students and providing rooms for interviewing.

Of the one hundred and five students interviewed, forty per cent (46) were girls, and fifty-six per cent (59) were boys. A breakdown of respondents by grade level is presented below:

Grade Level of Respondents

Sixth	Seventh	Eighth	Total
25-24%	41-39%	39-37%	105-100%

Most respondents (84%) were Menominee. Eight percent had an additional tribal affiliation, five percent belonged to other tribes,, and two percent were unable to indicate their tribal affiliation:

Tribal Affiliation

	Sixth	Seventh	Eighth	Total
Menominee	23-92%	34-83%	31-79%	88-84%
Oneida/Menominee		2-5%	1-3%	3-3%
Apache/Menominee			1-3%	1-1%
Chippewa/Menominee			1-3%	1-1%
Potawatomie/Menominee		1-2%		1-1%
Stockbridge/Menominee		1-2%		1-1%
Chippewa/Potawatomie/ Menominee		1-2%		1-1%
Stockbridge		1-2%	1-3%	2-2%
Oneida		1-2%		1-1%
Chippewa			1-3%	1-1%
Cherokee			1-3%	1-1%
Didn't know tribe	1-4%		1-3%	2-2%
No Data	1-4%		1-3%	2-2%

A few respondents (13%) did not live with their natural parents. Their living situations included - grandparents, aunt and uncle, White adoptive parents, and foster parents. In addition three students indicated that one of their parents was not Indian.

Living Situations

	Sixth	Seventh	Eighth	Total
Parent(s)	24-96%	34-83%	32-82%	87-83%
Father and Grandmother		1-2%		1-1%
Grandparents		1-2%	4-10%	5-5%
Aunt and Uncle		2-5%	1-3%	3-3%
Aunt [In Shawano]		1-2%		1-1%
Adopted by White parents	1-4%		1-3%	2-2%
Foster Parents [In Shawano]		1-2%	1-3%	2-2%
No Data				

Most respondents (72%) had attended schools in Menominee County [A, B, Parochial I, Parochial II] before transfering to Middle School. A few students (11%) had lived and gone to schools outside Wisconsin. Generally sixth and seventh graders were completing their first year at Middle School and eighth graders their second.

Schools Attended

	Sixth	Seventh	Eighth	Total
A and Middle School	7-28%	12-29%	6-15%	25-24%
B and Middle School	2-8%	9-22%	3-8%	14-13%
Parochial I and Middle School	2-8%	1-2%	3-8%	6-6%
Parochial II and Middle Sch.		2-5%	7-18%	9-9%
A, Parochial I, Middle School	1-4%	4-10%	2-5%	7-7%
A, Parochial II, Middle Sch.	1-4%		1-3%	2-2%
B, Parochial II, Middle Sch.	3-12%	2-5%	4-10%	9-9%
A, Parochial II, Parochial I, Middle School		1-2%	1-3%	2-2%
A,B, Middle School	1-4%		1-3%	2-2%
A, B, Lincoln, Middle School		1-2%	1-3%	2-2%
Lincoln and Middle School		2-5%	3-8%	5-5%
B, Gillet and Middle School			1-3%	1-2%
Sacred Heart, Middle School			1-3%	1-2%
Gresham, Parochial II, A, Middle School	1-4%			1-2%
Gresham, Middle School	1-4%			1-2%
Gresham, Parochial II, St. Anthonys, Middle School		1-2%		1-2%
Wescott, B, Sacred Heart, Cecil, Gillet		1-2%		1-2%
A, Ohio, Middle School		1-2%		1-2%
B, Milwaukee, Middle School	1-4%	1-2%		2-4%
Illinois, Middle School		1-2%		1-2%
Montana, Middle School		1-2%		1-2%
Seattle, Milwaukee, Middle School	1-4%	1-2%		2-4%
Minnesota, A, B	1-4%		1-3%	2-4%
Milwaukee, Calif., Lincoln, Middle School	1-4%			1-2%
A, Chicago, Middle School			1-3%	1-2%
A, Chicago Milwaukee			1-3%	1-2%
No Data	2-8%		2-5%	4-4%

Twenty-one eighth graders (54%) discussed their feelings about transfering to High School for ninth grade. Of these, 43% expressed anxiety or felt High School would be worse than Middle School while 57% looked forward to the transfer or believed experiences at High School would be better than those at Middle School. Students who appeared anxious ascribed increased prejudice from teachers and students, strict structure, and difficult academic work to High School:

> I don't want to finish High School. I don't like it. I won't like teachers in High School. They don't like Indians.
>
> High School will be worse. There are more whites there. They will scorn us [Menominees] more than here.
>
> I don't want to go to High School. The whites there think they are better than Indians.
>
> High School will be worse. There are more whites over there. They will be worse than those here.
>
> [High School] will be harder. My friends will want me to skip a lot. They'd call me chicken if I didn't.
>
> I wish ninth grade was here. I like Middle School and don't want to go over the the High School next year.
>
> I am scared to go to the High School. I'm worried about doing well. I'll be glad when I finish school.
>
> I don't know if I'll like it. I'll have more problems. You can't go outside as much and have different classes and teachers. The work is harder.

> High School will be harder. There are more classes and more work. I think it will be worse.

Students who were not anxious believed High School would afford them more freedom, more and better classes, and by implication, less prejudice:

> :
>
> I'll be glad to get out of this school.
>
> I think I'll like it better than Middle School.
>
> I will have more freedom there.
>
> I'm looking forward to High School. There are more classes to take. [Two responses]
>
> I'll like High School better than Middle School, especially the Modular Scheduling.
>
> Maybe a little better. You can choose classes and there are more sports there.
>
> It is modern and fun there according to my sister.
>
> High School will be okay I guess. Maybe it will even be better.
>
> I am looking forward to it, especially to science classes.
>
> High School will be better than Middle School.

PERCEPTION OF PARENTS COMMITMENT TO EDUCATION

Parental Attitudes Toward Education

Eighteen percent of the respondents felt their parents were somewhat committed to the value of formal education. Although students discussed selected aspects of school life at home, good behavior, and getting to school [rather than learning, academic performance or the importance of education], were the primary parental concerns. Perhaps parents regard proper behavior as a prerequisite for learning. However, their attitudes appeared to differ from a second group of parents who were definitely committed to helping their children receive a good formal education. A sampling of responses from students who perceived their parents as uncommitted to formal education are presented below:

> [Interviewer: Does your mother ask you about school?] Yes. About what we eat. [Interviewer: What else do you talk about school with to your mother? Do you tell her what you study?] No. [Sixth grade student]
>
> Mom just asks me how school was today. I tell her it was all right. She askes me if I was in any fight or anything. I tell her no. [Interviewer: Do you talk about your studies or what you learned in school?] Once in a while. [Seventh grade student].
>
> I just say if I get in any trouble. I try not to start it. [My parents say] don't do nothing. If kids start a fight, I can fight. But they'll be the ones who started it. [Seventh grade students].
>
> Some nights I just tell [my parents] what happened in school. What this guy did and things like that. They say to sit down in school. Don't fight and you'll be able to stay in school. [Eighth grade student].

Sixty percent of the students believed their parents were strongly committed to formal education. Parents and children often discussed subjects, academic performance, school friendships and personnel, and

reactions to the total educational environment. Children were encouraged to improve grades, learn as much as possible, and at least finish high school:

> My parents say my report card is not too good and that I have to improve it. [Eighth grade student].
>
> I tell my parents that sometimes school is bad. Sometimes its good. Teachers holler. I have fun with kids and some teachers. [My parents say] Middle School is ok. I should be doing better work in math, science. They help me. [Sixth grade student].
>
> My parents say, "don't chew gum." I lost points for doing it. I get punished if my report card is bad. They always tell me to improve my work. [Seventh grade student].
>
> [I tell my] parents about activities, projects, and things that happen at school. [My parents] are interested in what's going on. I got grounded for bad grades. Mom sees to it that I get my work done. [Seventh grade student]
>
> I do my homework at home or the study center. My dad always says, "Do your homework before you go outside to play." Its always been a rule in our family. [Seventh grade student].
>
> [My parents say] what I need to learn more of. They like me to bring homework home. They think its a pretty good school and that I should try to get along with teachers and the principal. [Eighth grade student].
>
> My parents tell me to study harder and to go to the study center. [Eighth grade student].

Students' perceptions of parental attitudes toward formal education were compared by grade level. Eighth grade youth most frequently reported strong parental commitments to education. Approximately half of the sixth and seventh graders indicated this level of commitment.

Levels of Parental Commitments to Education (Students' Perceptions)

	Sixth	Seventh	Eighth	Total
Somewhat Committed	3-12%	13-32%	3-8%	19-18%
Strongly Committed	14-56%	21-51%	28-72%	63-60%
No Data	8-32%	7-20%	8-21%	23-22%

Parental School Contact

[My parents] haven't come in [to school] because we didn't have anything for them to come to at school. [Seventh grade student].

[Mom] came to meet the teachers. Then she was here last month to see about how I do in school. [Seventh grade student].

They had to come in because I got all my ten points off. [Interviewer: Then were you suspended or were you supposed to be suspended?] If [your parents] don't come then you get suspended. They came. [Sixth grade student].

My dress [was] too short. Mom said it wasn't. She put hem back up and talked to the principal. The school administration backed down. The school is too big. School teachers get mad because too many children to look after in the classes. [Sixth grade student].

I had bad grades in science. I didn't turn in a notebook. It was teacher conference [that my parents came to]. [Seventh grade student].

Mom came to open house. [Eighth grade student].

I was fighting. I was suspended a couple of times. I've been in three or four fights. Some white kids call me names and other things. Then the teacher says to come to the office and Mom has to talk to them [the principal]. [Seventh grade student].

Mother comes when I skip. But I don't go to detention. My Mom said I didn't have to have four weeks of it. [Sixth grade student].

I lost all my points. We have this point system and I lost all my points, so my mother had to come down. [Seventh grade student].

I was suspended for breaking rules. My parents came and I got put back in school.

My Mom calls school if she don't think a grade is fair. [Eighth grade student].

I got suspended for a fight with a white girl. She didn't get suspended. Mom had to come down to school. [Eighth grade student].

Sixteen percent of the students indicated that their parents had not visited Middle School for any reason. In many instances (44%) parental initial contacts with school involved problems with their children. These situations were the only contact forty percent had with school personnel.

Forty-five percent of the respondents described parental contact as informal. These situations included coming to Open House and Parents Night, paying dues, picking up children, attending concerts or sports events. Only one student's description indicated formal involvement. This family lived in Shawano and regularly attended PTA. The nature of parental contacts (as described by students) are summarized below:

Parental-School Contact

	Sixth	Seventh	Eighth	Total
None	5-20%	8-24%	6-15%	17-16%
Trouble				
Suspended	9-36%	13-32%	13-33%	31-30%
Lost points	2-8%		6-15%	8-8%
Informal				
Open house		1-2%	2-5%	3-3%
Parents Night	1-4%	1-2%	1-3%	3-39%
Open House,Suspension			1-3%	1-1%
Parents Night, trouble		1-2%		1-1%
Parents Night,Band Concert	1-4%			1-1%
Suspension, Band Concert	1-4%	1-2%		2-2%
Band Concert	1-4%			1-1%
Concert, Sports Events			1-3%	1-1%
Pay dues		2-10%		2-2%
Teacher Conference,lunch money		1-2%		1-1%
Bring lunch money		1-2%		1-1%
To pick up stuff		1-2%	1-3%	2-2%
To pick me up			1-3%	1-1%
To tell principal I was sick		1-2%		1-1%
About grades/lunch money	1-4%			1-1%
To register	1-4%			1-1%
Meet teachers/see how I do		1-2%		1-1%
See principal about stolen bike		1-2%		1-1%
Yes		1-2%	1-3%	2-2%
Involved				
Open House, PTA			1-3%	1-1%
No Data	3-12%	6-15%	5-13%	11-10%

STUDENT ATTITUDES TOWARD FORMAL EDUCATION

Students Interest in the Academic Aspect of School

Varying levels of academic interest were expressed by Menominee students. Three percent were totally disinterested. They did not participate in classroom activities and disliked every class:

> I would rather not go to school. I get nothing out of school. My grades are bad. I don't understand the subjects. [Eighth grade student]
>
> I don't like going to school. We spend most of our lives in school and don't have much time to do what we want to. I would rather live with my sister and babysit. [Sixth grade student]

Twenty-two percent held ambivalent attitudes toward coursework. They preferred non-academic classes (i.e. art, gym) but did not express strong opinions (of like or dislike) toward classes or aspects of learning situations:

> I don't like school. You've gotta waste time working instad of having fun. But if you don't go to school, when you grow up you'll be dumb and won't get nowhere. [Sixth grade student]
>
> I don't like school. But I don't want to quit. [Eighth grade student]
>
> You learn things in school. But sometimes I feel like I'm wasting my time being in school. [Eighth grade student]
>
> I like school once in awhile. [Eighth grade student]

Half of the respondents were definitely interested in their coursework. They identified favorite classes as well as those they disliked. They were involved in classroom activities including discussion and volunteering in response to questions.

Twenty-seven percent appeared exceptionally interested in and committed to learning. They enjoyed classes where the teachers were good and the work challenging. Criticisim was directed toward poor teachers and boring classes. These students did considerable independent reading and learning outside school.

Levels of academic interest differed in each grade. Disinterest and ambivalent attitudes were most characteristic of sixth and eighth grade students. Seventh graders were most frequently highly interested in learning.

Levels of Academic Interest

	Sixth	Seventh	Eighth	Total
Disinterested	1-4%		2-3%	3-3%
Ambivalent	7-28%	4-10%	11-28%	22-21%
Interested	12-48%	21-51%	18-46%	51-49%
Highly interested	5-20%	15-37%	8-21%	28-27%
No Data		1-2%		1-1%

Students identified the classes they "liked" and "disliked". Math (3%), Science (22%) English (22%), reading (21%), and Physical education (18%), were the most popular subjects. Data indicating classes students "liked" and "disliked" are presented on the following page.

ATTITUDES TOWARD ACADEMIC COURSE WORK

	LIKED				DISLIKED			
	Sixth	Seventh	Eighth	Total	Sixth	Seventh	Eighth	Total
Phy Ed/Gym	3-12%	9-22%	7-18%	19-18%	2-8%			2-2%
Recess	1-4%	2-5%		3-3%				
Sports	1-4%	3-7%	3-8%	7-7%				
Art	2-8%	5-12%	5-13%	12-11%				
Music		3-7%		3-3%	1-4%			1-1%
Band		1-2%	2-5%	3-3%				
Chorus			1-3%	1-1%				
Home Ec			2-5%	2-2%				
Industrial Arts			5-13%	5-5%			1-3%	1-1%
English	11-44%	7-17%	5-13%	23-22%	1-4%	4-10%	3-8%	8-9%
Reading	2-8%	13-32%	7-18%	22-21%		2-5%		2-2%
Language			1-3%	1-1%				
Spelling	1-4%	1-2%		2-2%		1-2%		1-1%
Social Studies	1-4%			1-1%		1-2%		1-1%
Geography	1-4%	5-12%		6-6%		1-2%		1-1%
Civics			4-10%	4-4%			3-8%	3-3%
Math	7-28%	14-34%	10-26%	31-30%		3-7%	4-10%	7-8%
Science	7-28%	6-15%	10-26%	23-22%		3-7%		3-3%
French	2-8%			2-2%	2-8%		1-3%	3-3%
Learning		1-2%	2-5%	3-3%				
Study Hall		1-2%		1-1%		1-2%		1-1%
Everything		1-2%	1-3%	2-2%				
Nothing	3-12%	1-2%	1-3%	5-5%	11-44%	18-44%	11-28%	66-63%
I don't know					5-20%		4-10%	9-9%

Study Centers

A Study Center staffed by college students and a few district teachers [from Middle School and High School] was located in Neopit and Keshena. Its function was to help Menominee students with academic problems. According to sixth graders services were not open to them, but only to students in grades 7-12. The authors were interested in the frequency with which students used the facility and their evaluation of the center. Unfortunately data were incomplete, as many students were not asked about the center.

Student Use of Study Center

	Used Center	Did not use Center	No Data
Seventh	9-22%	1-2%	31-76%
Eighth	16-41%	6-15%	17-45%
Total	25	7	

To gain some indication of the Center use and helpfulness to students we used data from students who were asked about the Centers. Of those asked, seventy-eight percent used the centers at least once a week, twenty-two percent had never used them. Students gave very positive evaluations of the program. The Racial tensions characteristic of Middle School were absent although the tutors were white. Students considered the friendly atmosphere [and in some cases relationships with tutors] as important as the academic help they received:

> Seventh Grade:
> [Interviewer: Why do you think you're not afraid at the Study Center and you are afraid in school?] Well, I don't know some of the people in school. There I know mostly everybody.
>
> I use the study center because the college kids that are there can help you when you get stuck.

If I have problems that I forget to ask about in class, they'll help me at the study center.

Eighth Grade:
They pay attention to me there.

I go but I don't study. I talk to people there.

It helps me a lot.

It is a good program.

The tutors are white. But they are nice, sociable and helpful. They laugh with you not at you.

Perception of the Relationship Between Formal Education and Adulthood

Nearly all students felt they were "getting something out of school". Subject content, concepts, social experience were frequently identified. Respondents held varying perceptions of the consequences of not having to attend school and of the education's potential influences on adult life. Nearly all students believed not going to school would have negative consequences [I'd be dumb; I wouldn't know nothing; I couldn't work]. Neutral consequences [I'd play; I'd sit around] and positive consequences [I'd have more fun; We'd be free then] were rarely identified.

Two percent of the students believed education an irrelevant aspect of their future.

> I don't know [whether education is important] It seems that just the girls that grow up to be mothers and that don't seem too need much learning. I'd like learning to write better. I learn to have fun and get along better with other people. [Eighth grade girl]

Forty-three percent were of the opinion that education could or might be important in determining some perimeters of their adult lives. However, they were unable to explain how or why it could be important:

> I wouldn't know nothing if I didn't go to school. I learn more each day. [Sixth grade student]
>
> I learn at school. [Seventh grade students]
>
> I need to stay in school and get an education. I know that from my relatives. [Eighth grade student]
>
> I get a better education. I don't know how important it is. [Eighth grade student]

Fully half of the respondents felt "a good education" was important, for without it, jobs or "good jobs" could not be obtained.

> I wouldn't get a job when I grew up. [Sixth grade student]
>
> It seems like what you learn here, like adding and subtracting, you learn most towards [adulthood]. If you said you could not really make it all the way through life [without school] I think you could. But if you stay in school you can get more work done and you can get a better job. [Seventh grade student]
>
> [If I didn't go to school] I wouldn't get no education and when I was big I wouldn't get no job. [Seventh grade student]
>
> When you grow up and want to get a job, you can if you've got enough education. [Seventh grade student]
>
> You need to go to school so you can get a job. [Eighth grade student]

Comparing perceptions of the importance of formal education within each grade, indicated that seventh graders were most likely to view education as an important aspect of their future.

The Affects of Formal Education on Adulthood

	Sixth	Seventh	Eighth	Total
Irrelevant			2-5%	2-2%
Could be important	13-52%	12-29%	20-51%	45-43%
Affects Employment	11-44%	29-71%	17-44%	57-54%
No Data	1-4%			1-1%

The educational aspirations of Menominee girls and boys are compared below. Sex differences in the categories: less than high school, possibly college, were negligible. A greater proportion of girls planned on a college education.

Comparison of Girls and Boys Educational Aspirations

	Less Than High School	Possibly H.S.	High School	Voc.	Possibly College	College	No Data	Other
Girls	1-2%		13-28%		8-17%	21-47%	3-7%	
Boys	2-3%	1-1%	21-36%	3-5%	9-15%	22-37%	2-2%	1-1%

Within grade levels eighth grade boys and seventh and eighth grade girls were most highly committed to formal education. The differences are summarized below:

Comparison By Grade Level

	Other	Less than High School	Possibly High School	High School	Voc.	Possibly College	College	No Data
Sixth:								
Girls				4-28%		5-35%	5-35%	
Boys		1-9%		4-36%	1-9%	1-9%	4-36%	
Seventh:								
Girls		1-6%		5-31%		1-6%	8-50%	1-6%
Boys		1-4%	1-4%	8-32%	2-8%	3-12%	8-32%	2-8%
Eighth:								
Girls				4-25%		2-13%	8-50%	2-13%
Boys	1-5%			9-39%		3-13%	10-46%	

Education and Occupation Aspirations of Menominee Girls

		OCCUPATION	
Sixth Grade:			
High School Graduation	4-28%	Nurse	1-7%
		Teacher	1-7%
		I haven't thought about it.	1-7%
		I don't know.	1-7%
Maybe College	5-35%	Teacher or Nurse	1-7%
		Nurse	1-7%
		Housewife or Nurse.	1-7%
		Plain Housewife.	1-7%
		I don't know.	1-7%
Definitely College	5-35%	Nurse	2-14%
		Teacher	1-7%
		Stewardress	1-7%
		I don't know.	1-7%
Seventh Grade:			
Quit at Ninth Grade	1-6%	I don't know.	1-6%
Graduate High School	5-31%	Housewife	1-6%
		Housewife & Married Mother.	1-6%
		I don't know.	2-13%
		No Data.	1-6%
Maybe College	1-6%	I don't know.	1-6%
Definitely College	8-50%	Nurse or Doctor.	1-6%
		Nurse	2-13%
		Interior Decorator	1-6%
		Professional Ice Skater	1-6%
		I don't know	3-18%
No Data	1-6%	No Data	1-6%
Eighth Grade:			
Graduate High School	4-25%	I don't know.	4-25%
Possibly College	2-13%	Nurse	1-6¢
		Stewardress	1-6%
Definitely College	8-50%	Nurse	2-13%
		Teacher	2-13%
		Author	1
		Model or Stewardress	1-6%
		Wave Career	1-6%
		Secretary for awhile than raise horses.	1-6%
No Data	2-13%	I don't know.	1-6%
		No Data.	1-6%

Education and Occupational Aspirations of Menominee Boys

		OCCUPATION	
Sixth Grade:			
Until I'm 16	1-9%	I don't know.	1-9%
High School	4-36%	Roofer	1-9%
		Work in a car factory	1-9%
		I don't know.	2-18%
Vocational	1-9%	Mechanic	1-9%
Possibly College	1-9%	Millright	1-9%
Definitely College	4-36%	Scientist	1-9%
		Mechanic	1-9%
		Boxer	1-9%
		I don't know.	1-9%
Seventh Grade:			
Less than High School	1-4%	My father will teach me to weld.	1-4%
Possibly High School	1-4%	Mechanic or Something.	1-4%
High School	8-32%	Mechanic	1-4%
		Bookkeeping	1-4%
		Work in the Mill	1-4%
		Military	1-4%
		I haven't thought about it.	2-8%
		I don't know.	2-8%
Vocational	2-8%	Carpenter	1-4%
		Mechanic	1-4%
Possibly College	3-12%	Mechanic or something like that.	1-4%
		Baseball player	1-4%
		I don't know yet.	1-4%
Definitely College	8-32%	Engineer or Sportsman.	1-4%
		Phy ed Teacher	1-4%
		Athlete	1-4%
		I thought of a lot of different things	1-4%
		Air Force	1-4%
		I don't know	3-12%
No Data	2-8%	No Data	2-8%
Eighth Grade:			
High School	9-39%	Mechanic in Milwaukee	1-5%
		Military, then auto mechanic	1-5%
		Enlist in military	1-5%
		Get a job	1-5%
		I don't know	4-16%
As far as I need to go to get a good job	1-5%	Architect	1-5%
Possibly College	3-13%	Carpenter	1-5%
		Lead a band	1-5%
		Contractor	1-5%
Definitely College	10-46%	Scientist	1-5%
		Forester	1-5%
	Mechanic 1-5%	I don't know	7-30%

LIFE IN MIDDLE SCHOOL

I don't like some of the [people in Shawano]. They are always calling down the Indians. They say bad things about us. They call us filthy pigs and that. About half the people are prejudiced. I don't think there is anything Indians can do to make them change their minds. There are just some white girls that always act stuck up. They wear their dresses all the way up here and don't get caught. Whenever the Indians do that, the Principal catches them. The rules are different for Indians. Indians have to follow them, whites don't. When you try to make friends down here with the whites, the whites just turn away and turn up their noses. They don't want to be friends to the Indians. Maybe only half of the white kids would be friendly to the Indians.

When something happens or if something is stolen [the teachers and the principal asks kids] if they think it is the Indians who done it. They look through the Indians' lockers. They look right through our lockers. If they find what's been stolen in the Indians' lockers it is because someone else put it in there. It has to be. Most of the Indians wouldn't take nothing.

[Interviewer: When they check lockers do they only check Indians?] No they check all of them. But they head for the Indians first. Then the principal takes some of the Indian girls stuff out and holds it. Stuff that was theirs!

Some of the white kids make up lies about Indians. When an Indian fights them the whites get a whole gang of kids. The Indians get suspended, not the whites.

Overall Evaluation of Middle School

[Middle School] is better than School B. Here you move around from room to room. You have more time to do work. The work isn't too hard. But there are more problems here about getting late slips and going to different classes. [Sixth grade student]

Its better here. Some kids beat me up in Gillet. But some rules and things are arbitrary here. Like there is not a rule against wearing sun glasses but you can't wear them. [Eighth grade student]

The principal is prejudiced. Last year school here was nice. This year kids turn on you and are not friendly any more. I got along better at School A. Whites and Indians fight here. Indians get suspended more often. I would prefer an all-Indian school. But some of the Whites are o.k. If you answer a question wrong in class the white kids laugh at you. [Eighth grade student]

There are mostly Indians in Keshena and Neopit. At Lincoln [a grade school in Shawano] there only were a few Indians. I was treated like a white student there. Here [in Middle School] there are mostly whites. There are more problems here. There is more trouble with kids. [Eighth grade student]

Middle School is not as good as School A. This school has gotton worse. This year things started changing. We got the point system and its bad. It's harder this year. There are more problems. The teachers at School A are better. If I had a choice, I'd go back to School A. [Eighth grade student]

Students were asked to assess Middle School as compared with other schools they had attended. One-third of the respondents in total and at each grade level believed Middle School was "worse". Twenty-eight percent thought it was "about the same" although they had some negative attitudes about Middle School. Forty percent assessed Middle School as "better" than other schools.

Ratings of Middle School

	Sixth	Seventh	Eighth	Total
Worse	8-32%	13-32%	13-33%	34-32%
About the same	6-24%	13-32%	10-26%	29-28%
Better	11-44%	15-37%	16-41%	42-40%

Among the negative aspects of Middle School Menominee students mentioned unequal treatment of Indians and whites, prejudice by students and/or school personnel, frequent suspensions, rigidity of rules, methods of discipline, [point system, dress code, overall structure, detention] teacher quality and transportation. Selected comments are presented below:

Sixth grade:

This school has too strict rules. School B is better.

[Middle School] is okay. We have lockers here. Kids at [Parochial I] steal out of your lockers. It is better at [Parochial I]. They don't suspend you there. But I'd rather go here.

Greshem is better. I had more friends there. I live too far away. Teachers help me here, but Greshem teachers were better. They helped more and explained more.

Seventh grade:
I'd rather be in School A than here. The Indians aren't treated as awful in Keshena as they are here. Its the only reason I'd like to be in School A.

I would say School A is a lot better than Middle School. I mean School A I think has got good rules. But not Middle School. But I guess other schools in Wisconsin too has got rules which shouldn't be there at all.

I kinda miss School B because there it was all Indians up there. There weren't any whites there at all. This school is bigger. At School B I had more fun. You could participate in anything you wanted and all that.

School A was better. You didn't have to go from room to room. It was close. You didn't have to travel far.

This school is too strict. Especially the point system and dress code. It is all Indians in Keshena. I knew everybody. I don't here. The hair rule is bad too. You should be allowed to dress anyway [you want].

It is worse. Students are okay. Just the teachers are bad. They handle kids. I went to courts because Mr. _____ handled me. I'd rather go to school A.

Eighth grade:
You don't learn as much at School A. I was behind when I got here. Teachers at School A don't teach you so much. They don't try so hard. In Chicago I was doing ninth grade work.

Middle School has gotton worse over last year. Last year there were not many students cutting Indians down. There are not as many problems at Gresham as there are in Middle School and High School.

There are not as many Indians here as in Neopit. I would like it better if there were more Indians. I'd rather go to a school near home. Indians and whites get different discipline. Indians get kicked out of class, whites don't. I would rather go to [Parochial II] for Eighth grade. The nuns are better teachers.

School A was much better. You could do more things. You didn't get suspended. Teachers are worse here.

Some teachers are prejudiced. They don't try to help you. They consider Indians backwards. When new students come in you are made to wait in the room are shown off like freaks to the new students.

Middle School is prejudiced against Indians. For example, only whites were in plays. Most teachers don't give Indians a fair chance. They think they are better than Indians. I was suspended for fighting with a white girl. The white girl didn't get suspended.

This school is worse. I liked Stony Hill better. It was smaller and kids didn't have no grudges there.

Middle School is too strict. The teachers are worse. The work is harder. You have to take more subjects. I'm always in trouble. I like Shawano but some people are prejudiced.

School A is better. It is closer to home. The building is nicer. I don't know if the teachers are better. I don't like Middle School a whole lot. I'm not really sure why I feel this way. There are a lot of problems for me here. This is the second year I've been in eighth grade.

Students based positive evaluations of Middle School on the variety of classes, larger size, opportunities to meeting more people, [i.e. students] and/or school personnel's attitudes:

Sixth Grade:
There is no gym at Parochial. You learn more here. I have more friends here.

I learn more here than at Neopit. I learn more at Milwaukee than here. I was way ahead of them.

Seventh Grade:
Middle School is a lot bigger [than School A]. There's more subjects to learn and things. It is a little worse here sometimes. It's harder. When you first start its confusing to know which room to go to.

The kids here treat you different than at School A. They are more friendly and play along with you.

Middle School is better [than Lincoln]. It's more convenient. You've got study halls and you can do your work in there. The teachers help me more than they did last year [at Lincoln]. You can move from one class to another without having the same teacher all day.

There's more kids coming to [illegible]l. I have more friends. In School A [illegible]se little first graders bother you where they're playing. Here you get to play with some one as big as your size. Middle School is bigger. You have to go from room to room. There's more rooms and a smaller play ground.

Eighth Grade:
Middle School if better. There is lots of stuff you can learn and do here. Teachers help you around here. The principal helps you with problems.

I like Middle School better than [Parochial II]. Here you can move around between classes. It's a lot better. The student body and teachers like me and I like them.

The kids are friendlier here than at [School 8]. I like Middle School because there are White kids here.

Aspects students liked and disliked about Middle School are summarized in chart form below. Many aspects are discussed in the remainder of this section.

	LIKED				DISLIKED			
	Sixth	Seventh	Eighth	Total	Sixth	Seventh	Eighth	Total
Teachers	3-12%	3-7%	6-15%	12-11%	4-16%	7-17%	7-18%	18-17
Prejudice					3-12%	17-41%	25-64%	45-43
Principal			2-5%	2-2%		2-5%	2-5%	4-4%
Students	6-24%	12-29%	7-18%	25-24%		4-10%	4-10%	4-4%
Prejudice					8-32%	12-29%	26-67%	46-44
Fighting						1-2%		1-1%
Lunch	1-4%	1-2%	1-3%	3-3%				
Rules	4-16%	1-2%	5-13%	10-10%	4-16%	5-12%	2-5%	11-10
Dresscode					2-8%	8-20%	1-3%	11-10
Point system					3-12%	2-5%	4-10%	9-9%
Detention						1-2%	2-5%	3-3%
Unequal Enforcement						3-9%	10-26%	13-12
Long Bus Trip					1-4%	1-2%		2-2%
Changing Rooms						1-2%		1-1%
I don't know					1-4%			1-1%
Nothing		1-2%		1-1%	3-12%	1-2%	5-13%	9-9%

* * *

Teachers

Teachers are prejudiced. Some don't like you personally. But others give white kids more privileges. They make it hard for us to participate in activities because we live out of town. We should have activities in Neopit and Keshena then.

I was wrongly accused of ripping dresses in gym with twenty other girls, all Indians. This bothers us Menominees.

Mr. ____ insults Indian students all the time about their clothes and haircuts. I told him to leave this boy alone.

One teacher slapped an Indian girl and said, "Now go home and tell your parents I'm prejudiced!"

We don't feel we can talk to the teachers and guidance counselors because they don't have the problems we [Menominees] have. I don't think they fully understand our problems. Teachers are hard to get along with at school.

I have tried to talk to the Middle School teachers. But it's no use. If there could be a high school in Menominee County[it would be here]. There wouldn't have to be all Indian teachers. There could be some white teachers too. But there has to be an Indian guidance counselor, because Indians know our problems.

Some teachers called Indians "a bunch of wild Indians". I heard this. They say Indians shouldn't be hollering all over the halls. [According to the Interviewer this was a substitute teacher and the incident was recorded by the school clerk]. Teachers treat the Indians who are "making it with the whites" better and more decently than they treat the rest of the Menominees.

I asked kids who go to Antigo how they got along with teachers. They said fine. They said the teachers act like we're a part of them. They said the teachers were not prejudiced. But there are only a few Indians attending school in Antigo.

Some students separated what they labeled "prejudiced behavior" of teachers, from evaluation of teacher quality. At least forty-two percent of the respondents believed teachers were prejudiced. Six percent felt they might be and only twenty-four percent indicated no prejudice among teachers. However, only twenty-six percent described their teachers as "very poor". Seventeen percent "disliked" some or all of their teachers. Selected descriptions of poor teachers are presented below:

> The teachers are very bad. [Sixth grade student.]
>
> I want to go as far as I can [in school]. But some of those teachers are mean. And some of them are prejudiced. My sister quit school because she said some of the teachers are too mean. I may have to. [Seventh grade student]
>
> Some teachers have no discipline. Some are mean and strict. [Eighth grade student]
>
> Some teachers are prejudiced and treat Indian kids mean. [Eighth grade student]
>
> Some teachers are prejudiced. Some pick on Indians. [Eighth grade student]
>
> Some teachers are all right. Some hardly do anything. Most don't help you when you need it. [Eighth grade student]
>
> I try to talk up in class. But it seems like the teachers are always talking too much. One teacher told my aunt I was stupid. And that he was just trying to explain things to me. In another way it seems like he was just trying to preach to his students. The _____ teacher is the only one who gave students a chance to talk to him. [Seventh grade student]
>
> It seems like some of the teachers don't like Indians so much. Maybe its because some Indians pick on white kids. Teachers stick up for white kids. Some teachers aren't good. They just fool around and don't really teach. [Sixth grade student.]

> The teachers are not very good. Some are prejudiced and favor the white kids. [Sixth grade student.]
> [Interviewer: Do you think you have more problems with the teachers here than you had at School A?] Yes. The teachers here are bad. [Interviewer: Do you think any of the teachers are prejudiced against you because you are an Indian?] Yes. Like for example there's one teacher that I think is prejudiced. Well, down at lunch you wait to go into the lunchroom. He usually starts at the back and works up. Most of the other teachers are pretty good. They always go right, but he cuts the line off in the back and lets the back part, which is mostly whites, go first. The way he handles it, there's only skins left, I mean Indians, left and we have to go last. [Seventh grade student].
>
> One teacher is mean to me. Most holler at me without a reason. They are not trying too real hard to give you a good education. The teachers are prejudiced. You can't get good grades. [Seventh grade student]
>
> Some teachers are mean and don't make things clear. Some make you put gum on your nose [when they catch you chewing it]. [Sixth grade student]

One-fourth of the respondents regarded their teachers as OK. In their opinion teachers were neither good nor poor:

> OK. Some kids don't listen and some teachers have to holler. Some of them just want to make her holler. [Sixth grade student]
>
> I like most of the teachers but some holler at you, even when you do something right. [Sixth grade student]

> The teachers are all right. They do good about teaching the kids and setting down the one that don't behave. [Seventh grade student]
>
> Most do alright. They don't explain assignments. [Eighth grade students]
>
> The teachers aren't too good and they aren't too bad. [Eighth grade student]

Teachers received ratings of "pretty good" from half the students. Eleven percent identified teachers as one of the aspects they liked at Middle School. No one indicated Middle School teachers were very good or excellent:

> I really like Mr. _____. [Sixth grade student]
>
> Most teachers are helpful. [Seventh grade student]
>
> The teachers don't seem to be prejudiced. In some cases the teachers don't seem to help kids from being victimized by other kids. [Eighth grade student]
>
> One teacher doesn't like Indians. She gave me a C for a 100 paper. Most are pretty good. [Eighth grade student]

Seventh and eighth graders were most likely to rank their teachers "very poor". Overall eighth graders gave the lowest ratings ["very poor" or "ok"] and sixth graders the highest "pretty good".

Evaluation of Teacher Quality

	Sixth	Seventh	Eighth	Total
Very Poor	4-16%	12-29%	11-28%	27-26%
OK	6-24%	6-15%	14-36%	26-25%
Pretty good	15-60%	23-56%	14-36%	51-49%
Very good	--	--	--	--

Data indicated stormy relationships between white teachers and their Indian students. Several incidents of personal confrontations with teachers or clashes between friends and teachers were described by Menominee students. The nature of these incidents varied, including: sticking up for a friend who was wrongly accused of chewing gum, students defending their right to wear Indian headbands, situations where teachers hit or pushed Indian students and unequal enforcement of rules. [The high frequency of suspensions among Indian students is discussed on pages 17,55].

> Some of the teachers throw me around. [Interviewer: you mean they handle you physically?] Yes. [Interviewer: Why do they do that?] I don't know. A couple weeks ago one of my friends [a Menominee boy] bumped some white guy in study hall and dropped his books. He was going to help him pick them up. The teachers grabbed him and threw him around. [Interviewer: How often does something like that happen?] Sometimes a couple times a week. [Seventh grade student]

> This teacher hit my girlfriend. She had told that teacher something and he didn't believe it. I knew it was the truth. I stuck up for her I got in trouble. But then my mom came down and she explained it to the teacher. The way the teachers treat Indians - especially Menominee Indians, as if they're dirt or something - I don't like that. [Interviewer: Do some of the teachers treat you like they think you are dirt?] A couple of them. But I get along with ____ real good. She don't care what color your skin is. If it's black, yellow, pink or what. She likes you. [Seventh grade student]

I always stick up for [My Menominee friends] cause sometimes white people act like they're somebody great. Some of them just seem to hate us. Like I can't get along with _____. One time I was going to my locker -- he says come here. He grabbed me like that. He shoved me down the steps. I can't get along with him. [Interviewer: Why do you think he grabbed you?] I don't know. I had my coat down in my locker. I went to get it. He grabbed me and shoved me down the steps. I jerked away from him. My mom said that if any of the teachers hit me or something that don't mean nothing. But when they really slap me or something that they're not supposed to, I'm just supposed to hit them back or run away or something. [Seventh grade student]

Last Friday this teacher took me up and shook me all over. I took off. [Interviewer: Why did the teacher shake you up?] I was going to sit down. He told me to cool it. He turned the light on. He grabbed me and threw me across the hallway. Then I told my parents. They came and talked to the principal about it. [Seventh grade student]

When this guy was getting smart with the teachers. The teacher says, "be quiet". I started talking to explain. She told me to shut up. [Sixthgrade student]

[I didn't] really[stand up] against teachers. But if they blame [my friends] for something I just correct them. [Interviewer: You've corrected a teacher?] Well, like this afternoon, Mr. ___ said Sally was laughing. I just said that she wasn't laughing. [Sixth grade student]

[Interviewer: Why were you suspended?] Once for just talking around. The teacher said it was a real fight so he suspended me. This [white] guy and me were talking around. [Interviewer: Why do you think that Mr. __ thought it was a fight?] I don't know. Teachers will see you talking around like that. When we're talking around like that, we'll spout off and all that. I guess that gives them the opinion that we're really fighting. [Eighth grade student]

My friend found some Kool Aid. I was with him and the teacher thought he stole it. I told the teacher he found it on the floor. [Sixth grade student]

My friend and I got off the bus and we're going inside [Middle School]. We went in the back door. The teacher told me and my girl friend we were running in and out. I told him we weren't. [Interviewer: Do you think Mr. ____ appreciated your help?] No. He told me to shut up. [Seventh grade student]

My teacher said my friend was chewing gum and he wasn't chewing gum. So I told her that he wasn't chewing gum. [Interviewer: Do you think the teacher appreciated your helping her and your friend?] In a way. [Eighth grade student]

I stood up for a friend when Mr. ___ tried to hit her. I don't like the teachers. They are cruel and one tries to hit me. [Eighth grade student]

The teachers are white. They can't understand the Indian kids. I stood up for a friend against a teacher. My friend wore an Indian headband and got in trouble. Teachers do things they don't like to do most of the time. [Eighth grade student]

Some teachers yell at you even if they don't know you and they won't listen when you explain. Some pick on Indians. Teachers pick on Indians not whites. One hits us with a ruler. [Another] shakes kids up and hits them. He hit one boy in the head. (I guess that time he was justified) Some teachers don't keep the class in order. Most break their promises to you. [Eighth grade student]

Most teachers, except ___ are prejudiced. The The teachers here don't help you. I can't go to a teacher with a problem. Mr. ___ tried to hit a friend. I stood up for her. I don't like the teachers here. There are teachers pets. Teachers holler at you. [Eighth grade student]

[Respondent named four teachers who don't like Indians]. One teacher is helpful. Teachers hit Indians and kick them out of class. They don't do that to white students. Teachers put down Indians so much. They are unfair. [Eighth grade student].

I stood up for a friend when Mr. ___ tried to hit him. The _____ teacher is good but he has little autnority. He gets mad when kids talk. Kids always smart off to him. I feel equal to the teachers and like them. [Eighth grade student]

Most, not all, teachers are prejudiced. Indians don't have a fair chance. Whites think they are better than us Menominees. About headbands, the teacher said I couldn't wear my headband. I said [I could] wear what my ancestors wore. [Eighth grade student]

Involvement in School Affairs

Nearly all students enjoyed several in school peer relationships. Most of the friends they named were other Indians. Despite the friendships, Menominee students generally felt "left out" of school affairs and extra-curricular activities. They did not, as one student said, "feel a part of Middle School":

> Middle School doesn't seem to be our school. We [Indians] are not a part of it. We'd like to participate more in activities. But transportation is a problem. There is enough interest if only we had transportation.

However, rarely did students feel totally isolated from all students including other Indians. Three percent did. They had no friends in school:

> I'd rather go to school when I have a friend. The ones I have here don't live in the same town. [Sixth grade student]
>
> I shouldn't come to this school. I want to go to Gresham next year. I have friends there.
>
> [Sixth grade student]

Extra curricular activities at Middle School were limited to intramural sports WIAA basketball and track, band, chorous, plays, GAA (Girls Athletic Association) and a few clubs. Most activities (intermerals and some clubs) met during lunch hour. A late bus was provided after activities for students from Neopit and Keshena. Boys (42%) were more often participants than girls (11%). Boys and girls in the sixth [girls 28%; boys 45%] and eighth grades [girls, 18%; boys 61%] most frequently indicated extra-curricular involvement. Additionally a number of boys belonged to boxing clubs in Menominee County.

Several boys wanted to belong to one of the sports teams. Transportation difficulties but more often in their opinion, teacher's prejudices in selecting participants deterred their participation:

I try to go out for sports. I always go out for them. But the white kids always get to play. I don't get to. The teachers just pick the white kids. There are only a couple Indians on the teams.

Levels of School Involvement at Middle School

	Sixth	Seventh	Eighth	Total
Socially Isolated	1-44%		2-5%	3-3%
Had several friends in school.	18-72%	32-78%	19-49%	69-66%
Especially enjoyed school-based friendships. Participated in extra-curriculars	6-24%	5-12%	18-46%	29-28%
Very involved in school activities		2-5%		2-2%
No Data		2-5%		2-2%

Menominee Students Participation in Extra-Curricular Activities

Band	1-7%	1-9%	--	--	1-6%	--
Chorus	--	--	--	--	--	--
GAA	--	--	--	--	2-13%	
Participate in Sports:						
Football/basketball	--	1-9%	--	--	--	2-9%
Baseball/football	1-7%	--	--	--	--	1-4%
Football/track	--	--	--	--	--	2-9%
Football	--	--	--	1-4%	--	1-4%
Basketball	--	--	--	1-4%	--	1-4%
Track	--	1-9%	--	1-4%	--	3-13%
Track/basketball	--	--	--	--	--	2-9%
Football/basketball/track	--	--	--	1-4%	--	1-4%
Intramural Sports:	2-14%	--	--	--	--	1-4%
Baseball	--	1-9%	--	1-4%	--	--
Softball/Play	--	--	1-6%	--	--	--
Band/dances/sports	--	--	--	1-4%	--	--
Band/ intramural	--	1-9%	--	--	--	--
Totals	4-28%	5-45%	1-6%	6-24%	3-18%	14-61%

Peer Relationships

I don't really know what prejudice means. This school uses Indian names but has no Indian cheerleaders. [Eighth grade girl]

[Interviewer: Of course you have more friends than that here in school. When you're in school do you play with different friends every day, or do you play with these same ones?] I usually play with Indian friends at home on Saturdays and Sundays. But if they [some of the white friends] don't come to visit me I come down here to Shawano and play with some of these guys. [Interviewer: Do you ever have fights with either white or your Indian friends?] Yes. Like on the second day of school some white guy was shoving me and my friends around. We were walking in to school and me and [JF] told that one white guy to quit fooling around like that. He kept fooling around. Then he started fighting with me and so I fought back. [Interviewer: Indian friends helped you. Have you ever helped a friend?] Yes, we had a fight down in the gym. [My Indian friend] was playing with some balls. Two white kids started shoving him around. One guy ran behind James and got him. So I jumped that other White guy. [Seventh grade boy]

Some white students call us Indians down. Indian girls pick on white girls. So whites hate Indian girls. [Seventh grade girl]

Kids who "make it" hang around with whites. It seems like their parents don't want parent and student committee. These children are "something" at school. Their parents are afraid that white kids will gang up on them. [Eighth grade girl]

White kids don't have the same problems we Menominees have. They don't understand the fact that we're Indian and don't have the same rights that they do. I get along with everyone. [Sixth grade boy]

Most Menominee students (91%) had friendships with both Indian and non-Indians. Non-Indian friendships were generally superficial and confined to meeting and playing in school. Only rarely did Indian-Non-Indian relationships extend beyond the context of the school situation. Menominees almost always considered other Indians as their closest friend and interacted with them more frequently than with white friends:

> I don't really have any white friends in school. In Neopit I have Indian friends. Me and my friends hardly ever talk about personal things. But we're always talking and we understand each other. We like the white girls but not as well as the Indian ones. [Seventh grade girl]

A few Indian students (7%) reported friendships with other Indians and none with whites. One Indian who lived in Shawano had no Indian friends, only white friends.

The probability of having white friends increased with grade level. Eighth graders were most likely to have non-Indian friendships. They were also most likely to participate in extra-curricular activities.

Frequency of Indian and Non-Indian Friendships

	Sixth	Seventh	Eighth	Total
Non-Indian Friends	22-88%	37-90%	37-95%	96-91%
Only Indian Friends	2-8%	4-10%	1-3%	7-7%

Regardless of friendships or no friendships with whites, 59% of the respondents perceieved differences between Indians and non-Indians. Thirty-one percent perceieved no differences and five percent were uncertain about the existance of differences. The influences of Indian or non-Indian friendships on perception of differences between the two groups are summarized below:

Perceptions of Differences Between Indians and Whites

	Non-Indian Friends				Indian Friends			
	Sixth	Seventh	Eighth	Total	Sixth	Seventh	Eighth	Total
Perceived Differences	15-68%	21-57%	21-57%	57-59%	1-50%	4-100%		5-64%
Uncertain Differences		1-3%	4-11%	5-6%				
No Differences Perceived	7-32%	14-38%	12-32%	33-34%				
No Data on differences		1-3%		1-1%	1-50%		1-100%	2-29%
Total				96-100%				

Data Summary

Had Non-Indian Friends	Sixth	Seventh	Eighth	Total
Perceived Differences	15-60%	21-51%	21-54%	57-54%
No Differences Perceived	7-28%	14-34%	12-31%	33-31%
Uncertain about Differences		1-2%	4-10%	5-5%
No Data on Differences		1-2%		1-1%
Had only Indian Friends				
Perceived Differences	1-4%	4-10%		5-5%
No Differences Perceived				
No Data on Differences	1-4%		1-3%	2-2%
Other Responses				
I have no Indian Friends	1-4%			1-4%
No Data			1-3%	1-1%

Tensions existed between Indians and white students and within groups of Indians. Many Menominee students had experienced prejudice from white classmates. At least one-third believed that nearly all the white students were prejudiced toward or disliked Indians.

Data indicated that white students often made derogatory or insulting comments to Indians:

> Some white kids call you down. Some don't like Indians. They call you names. This one girl after science class always calls me a dirty Indian. [Interviewer: Do you think it would be different in another school?] No. [Seventh grade student]
>
> White kids are mean. Because we're Indians they make dirty signs and faces at us. There are no Negroes here. Negroes in Milwaukee were mean to us. They took my girlfriend's candy on Halloween. [Sixth grade student]
>
> Some white students like me. Others don't. Some talk about me and say Indians are not good. I don't know why they do it. Then Indian girls are always after the white girls. [Sixth grade girl]
>
> Whites act different and talk different. I don't know exactly how. I get along better with Indian friends. White students are ok. Not all of them like me. They talk about all of us Indian kids. [Sixth grade girl]
>
> White students are prejudiced. They thought they were the first ones in America. I get along better with Indians. I see them more.
>
> Some white students tease me because I'm an Indian. Whites are different and say different things. They act too grownup sometimes. I don't get along with them. [Sixth grade boy]

White students are prejudiced. They talk about us and call us dirty names. So then Indians beat them up. [Sixth grade boy]

Some white kids cut Indians down. Sometimes white kids pick on little Indian kids. [Eighth grade boy]

Many Indian girls perceived whites as socially distant, "snooty" or "stuck up" and disinterested in friendships with Indians:

Sixth Grade:
Some white kids don't like me because I play with Indians. They think Indians pick on everybody. I don't think they pick on everybody.

Whites act real big. They show off in front of boys. I get along better with Indians.

White kids hair and clothes are different. They dress like they are rich. I get along better with Indians.

My Indian friends like to do more things. I get along better with Indians because I've known them longer.

Seventh Grade:
The white girls are dainty like. They don't like to fool around. Indians are more active. I get along better with my Indian friends.

Eighth Grade:
Indian friends enjoy you more. I get along better with Indians. Sometimes whites act funny toward us Indians. Most white students don't like me. Some are stuck up, but some Indians get along with them. White students think Indians raise heck and beat them up.

White kids are prejudiced. They are snotty when you try to be friendly.

Some whites are stuck up. Indians are more helpful. I get along better with Indians.

Additionally, students described characteristics of white students (i.e.styles of playing) or of Indian students (loyality, understanding which determined close friendships within the groups:

Sixth Grade Girls:
Whites act different. They don't play the same way. I get along better with Indians.

Sixth Grade Boys:
Whites play different. Whites don't get in trouble. I get along with whites same as Indians.

Whites talk with an accent. The words they use are slang like "wow". I get along better with Indians because they don't talk like white people

Seventh Grade Girls:
I have more fun with Indians. They understand my problems. I get along better with Indians.

Eighth Grade Boys:
I get along better with Indian friends. They understand me. Like when I'm upset. I can talk to them. Whites live around here and Indian friends live where I live.

Well, they don't really chum around with whites a lot. They don't like to do the stuff that Indian friends do.

My Indian friends are better friends. They come over and play a lot and stay overnight once in a while. I don't really go up to Menominee county that much. I get along good with Indians and whites. Neither one is prejudiced against the other.

I get along better with Indians. They stick by me.

My white friend is not as good a friend as my Indian friends. He fools around different. He acts different and all that.

Eighth Grade Girls:
Whites don't keep secrets like Indians can. I get along better with Indians. I feel some Indians are afraid of a white backlash [physical brutality] by the white students.

Eighth Grade Boys:
Indians are more friendly. They know me better and I get along with them better.

I don't think the students in eighth grade are prejudiced. A couple in seventh are. Whites are scared of hard play. I get along better with Indians.

Whites don't want to do what we Indians do. They aren't as active. I get along better with my Indian friends. Some students talk about Indians and are prejudiced.

Whites are not as outdoorsey as Indians. I get along better with Indians. Some white students are prejudiced. They act funny toward you or ignore you.

Indians do more things. They play sports and are good at it. I get along better with Indians.

A white student who lived in Menominee County provided a contrasting view of Indian-White relationships. Portions of her interview are presented below:

[Interviewer: Who are your best friends? When you are at home, do you have different friends than in school?] No, but I don't hang around with the kids where I live [in Keshena]. Because my mom doesn't want us associating with them. [Interviewer: Why do you think that your mother said not to

> associate with some of the children in Keshena?] I'm not supposed to hang around with none of them Indians. Because all they do is swear. All they do is smoke, and drink and all that stuff. All they want to do is fight with everyone. [Interviewer: Have you been in fights with them?] Ever since I've been in Keshena I've had a lot of fights.
>
> [Interviewer: How are your Indian friends different from your white friends?] The Indians don't like the white people. The white people don't smoke and all that. Whites do it but not all the time. And Whites don't want to fight all the time. The Indians don't want to make friends with whites. [Interviewer: Even with you're living in Keshena they don't want to make friends with you?] No.
>
> [Interviewer: What do your parents say about school?] My Mom and Dad just ask me if I like it and how I'm getting along. I tell them that the Indians don't want to make friends. They just want to fight with us. My mom just told us to ignore them. Don't bother with them. I saw the principal mostly because of _____ [a Menominee girl who] always wants to fight with me. He tells me to ignore her. Just not to say nothing. Then when she does want to fight they will always have teachers watching.
>
> [Middle School] is more better than School A is. [At School A] Indian kids do whatever they want. They always run away from school. Here they always have teachers watching to see if the kids run away. [Seventh grade girl]

The totality of these comments amplified the interacial tension, making quarrels or skirmishes between the two groups of students frequent. Physical fighting was more common among boys than girls:

> [Interviewer: Do you think that the white students think Indians pick on them?] Because when Indians get mad at somebody, like if some whites talk about them or calls them dirty Indians, they get mad and they want to beat them up. Some of my Indian friends are better. I know them better and they're lots more fun. [Sixth grade girl]
>
> I get along better with Indians in a way. Whites always quarrel with us. They call us black ones. Some white kids are prejudiced. They call you names, and tease you. [Sixth grade girl]
>
> Some Indian kids act big, shove kids around. We are stronger than whites. It could be our color. I'm not prejudiced against whites. Some whites accused me of stealing. I got mad and almost fought this guy. I could have hurt him. I get along better with Indians. I seen them more. [Eighth grade boy]
>
> I've been in two fights with white kids. I don't know if whites and Indians are different. The white students don't like me. I'd rather go to school in Antigo where there is no prejudice. [Eighth grade boy]
>
> Not too many white students like me. But maybe I don't like some of them. They act funny. They are prejudiced but Indians don't like whites either. [Eighth grade girl]

Data contained a few examples of tensions between groups of Indian students. A sixth grade Oneida boy was in a very difficult social position -- isolated from Menominees and from white peers:

> Some students don't like me. I'm part Oneida. Not Menominee. So the Menominees don't like me. Menominees think they are real great. Some whites don't like Indians. I guess its because they are white.

An Indian boy (who did not live in Menominee County) had just become aware of his "Indianess" and experienced difficulty in his relationships with whites and Indians:

> Other Indians have never considered me to be an Indian. I took it serious only in the last two years that I was part Indian.
>
> Some whites and Indians are prejudiced. Most of my friends are white.

Some Menominee students accused other Menominees of "making it with the whites." This comment was addressed to students (especially boys) who were successful athletes or were well accepted by or preferred white friends to Indian friends. Boys in sports were less likely to perceive prejudice or differences between Indians and whites.

A girl who was said to be as "making it with the whites" described her friendships with both groups:

> Some white girls are nicer. They don't get in so much trouble. They help you with your work. I get along better with white friends. They are nice. [Sixth grade girl]
>
> I get along better with whites. Whites are more grown up. Indians play more young type games. Indians are not as serious. More whites are serious. White students like me. At least they don't pick on me [like Indians do]. [Eighth grade]

One-fourth mentioned "students" as an aspect of school they expecially liked. This group included most of the students who participated in extra-curricular activities.

TRIBAL LANGUAGE AND CULTURE

I need to learn to be like Menominees like my mother and grandmother are.

If I wasn't in school I'd be brought up the Indian way.

My grandfather speaks Menominee everyday. I'm learning beadwork from grandma.

I'm trying to learn Menominee. My Mom's got sort of a dictionary. Well, its more like a prayer book she's got. It's real old. My grandma, she's real old, can only speak Menominee and just a little bit of English.

I'd take a class about Menominees. I'd like to learn other language and about other countries and that stuff.

I don't know very much about Menominees. You see my grandma she passed away this summer and she was the one that knew all about it. Everyday after school I'd go down [to her house]. I had fun with her. She had arthritis and I used to comb her hair. She'd tell me all about Menominees. I used to have fun with her.

Tribal Language

Forty-nine percent of Middle School students could neither speak nor understand their native language. Forty-eight percent reported proficiency varying from understanding a few words to the ability to converse fluently in Menominee. The knowledge of most children lie somewhere between the two levels. Seventh (66%) and Eighth (46%) graders were most likely to know something of their tribal language.

Knowledge of Tribal Language

	None	Some	No Data
Sixth	17-68%	8-32%	
Seventh	14-34%	27-66%	
Eighth	19-49%	18-46%	2-5%
Total	52-49%	50-48%	3-3%

Nearly all respondents (92%) who were learning Menominee spoke it with their parents and/or close relatives [grandparents, aunts, uncles]. A few students indicated a language class in Menominee county and friends as sources of knowledge.

Knowledge and Sources of Menominee Language

	Sixth	Seventh	Eighth	Total
Parents	1-13%	14-52%	5-28%	20-40%
Home/Pals Friends		1-4%		1-2%
Parents/grandparents	1-13%		1-6%	2-4%
Parents/uncle or Aunt	1-13%	1-4%		2-4%
Parents/grandparents Uncle and Aunt	1-13%			1-2%
Parents/Friends		1-4%		1-2%
Parents and Lang. Class	1-4%	1-3%		2-4%
Grandparents	2-25%	4-15%	6-33%	12-24%
Parents/Aunt or Uncle			2-11%	2-4%
Grandparents/Friends			1-6%	1-2%
Aunt		1-4%		1-2%
Aunt and Uncle			1-6%	1-2%
Friends	1-4%			1-1%
Lang. Class		1-4%		1-2%
No Data		3-11%	2-11%	4

I know some [Menominee] but I can't speak it. My grandma, she always talks to me in Menominee and tells me meanings [of words]. [Interviewer: Do your father and mother speak it?] Yes. [Interviewer: Is your grandmother trying to teach you the Menominee language?] Every Friday Grandma writes down Menominee words for me. I have to figure them out and correct the ones I got wrong.

[Interviewer: Could you say a couple of sentences in Menominee?] No. I can say just a few words like salt. See, my grandma taught it to me. She just learned me how to say salt and thank you. It would be a lot of fun [to learn it better].

Mrs. ____, a Menominee woman in the Golden Age Club, is trying to teach me Menominee. But I didn't have much luck yet.

Most (85%) Menominee students valued Menominee language and were anxious to increase their knowledge. They regard the language as an integral part of Menominee culture which itself was of great importance to their lives. Two percent felt the ability to speak their tribal language was more important than knowledge of English. A few respondents (10%) expressed indifferent attitudes toward the language -- They didn't care whether or not they learned more about it. Only one student regarded Menominee as worthless and had no desire to learn it.

> Hardly anybody uses it [Menominee] any more. They all talk English. [Seventh grade student].

Eighth graders most frequently held negative or indifferent opinions about Menominee.

> It doesn't sound too good to learn Menominee. I don't want to go backward. We've gotton modernized real good. I don't want the past to come back. [Eighth grade student].

> Menominee is too hard to learn. Hardly no one uses it. [Eighth grade student].

> I wouldn't take the course. I don't care about Menominee. [Eighth grade student].

Attitudes Toward Tribal Language

	Sixth	Seventh	Eighth	Total
Negative			1-3%	1-1%
Indifferent	1-4%	4-10%	5-13%	10-10%
Very Positive	24-96%	35-85%	30-77%	89-85%
Knowledge of Menominee is more important than knowledge of English.		2-5%		2-2%
No Data			3-8%	3-3%

Tribal Culture

Three-fourths of the students had some knowledge of their tribal culture. Their knowledge consisted of dancing, legends, information about chiefs, crafts and occasionally historical information.

Student's Knowledge about Tribal Culture

	Sixth	Seventh	Eighth	Total
None	6-24%	7-17%	9-23%	22-21%
Some	19-76%	34-83%	26-67%	79-75%
No Data			4-10%	4-4%

Data on source of tribal knowledge was sparce. No data were available for 43% of the respondents. Forty percent of the students had obtained most of their information about Menominee culture from parents and/or close relatives [grandparents, aunts, uncles]. A few had learned about it from older Menominees, the county pageant, books, or school.

Sources of Tribal Knowledge

	Sixth	Seventh	Eighth	Total
Parents	2-11%	3-10%	4-15%	9-11%
Parents/grandparents		3-10%		3-4%
Parents/Aunt		1-4%		1-1%
Parents/Books		2-6%		2-3%
Parents/School		1-3%		1-1%
Grandparents	5-26%	5-15%	4-15%	14-18%
Uncle		1-3%		1-1%
Grandparents and Books	1-5%		1-4%	2-3%
Old Menominees	1-5%			1-1%
County Pageant			1-4%	1-1%
Books	1-5%	1-3%	2-8%	4-5%
School	2-11%		3-12%	5-6%
No Data	7-37%	17-50%	11-42%	35-43%

[I know] about Spirit Rock. That's where they [Menominees] used to go. The Menominees would go there and pray. When they buried the Indians they put a little cabin up and put their stuff in there. They would bring food and that to the cabin.

From what I was taught [Menominees] were one of the first Indians here in Wisconsin. They just agreed with the white men in order to have friendship and that.

My grandfather used to come and tell the Menominee legends to us.

[Interviewer: Do you know anything about the Chippewa and/or the Menominee?] My mother told me a lot. Some men came to speak to us at school.

I know how to dance, about legends, and some history. I used to be in the pageant.

Nearly all students (96%) valued their culture highly. They were eager to learn more about it and felt their heritage was of great personal value. Two percent expressed indifference about Menominee culture--they did not care whether or not they learned more about it and were uncertain about the importance of tribal culture in their lives.

Attitudes Toward Tribal Culture

	Sixth	Seventh	Eighth	Total
Indifferent		1-2%	1-3%	2-2%
Very Positive	25-100%	40-98%	36-92%	101-96%
No Data			2-5%	2-2%

Ideal Relationships Between School and Tribal Language and Culture

Nearly half of the respondents felt Menominee language and culture courses should be taught in Middle School. Ten percent felt home was the best environment for learning about these aspects.

Forty-two percent of the students felt schools should teach one aspect but not others. These divisions were: language at home, culture in school (4%); language in school, culture at home (18%); language in school, culture at home and in school (2%); disinterested in learning language, culture at home (1%); disinterested in learning language, culture in school (3%); language in school, culture anywhere (1%); language in school, culture don't know where (1%); no data on language culture in school (6%); language at home, no data on culture (1%); language no data, culture at home (1%); language in school, culture no data (1%); both aspects in Menominee County (2%).

	Sixth	Seventh	Eighth	Total
Language and Culture at home	5-20%	4-10%	1-3%	10-10%
Language and Culture in School	11-44%	19-46%	18-46%	48-46%
Language: Home/Culture: School		3-7%	1-3%	4-4%
Language: School/ Culture: Home	4-16%	8-20%	7-18%	19-18%
Language: School/ Culture: Home and School	1-4%	1-2%		2-2%
Language: No where/ Culture: Home	1-4%			1-1%
Language: No where/ Culture: School		1-2%	2-5%	3-3%
Language: School/ Culture: anywhere		1-2%		1-1%
Culture: Don't know where/ Language: School			1-3%	1-1%
Language: No Data/Culture School	3-12%	1-2%	2-5%	6-6%
Language: Home/Culture: No Data			1-3%	1-1%
Language: No Data Culture: Home			1-3%	1-1%
Language: School Culture: No Data			1-3%	1-1%
Language and Culture in Menominee County			2-5%	2-2%
Language and Culture: No interest		1-2%		1-1%
No Data		2-5%		2-2%

[Interviewer: Where do you think is the best place to learn culture?] In school, probably. Because when your're at home, you have so many other things to do. Your cat wants to get in or something. In school the cats aren't around.

We should learn about the culture [and language] in Menominee County. There's plenty of guys that know about it.

Menominee, it is our tribe. It should be kept alive.

Will there ever be any courses in Senior High so I can learn about the Stockbridge.

I want to learn everything about Menominees, at home from older people.

[Do you think your white friends would take a course about Menominees?] Yes.

Indian culture should be an elective.

I would not mind coming to school every day if we were learning Menominee. There are not too many people who know about it [Menominee Culture]. We should learn from old Menominees.

I can talk [Menominee] real good to grandma. It should be taught in school. But the whites would make fun of it.

I'd like learning the Menominee language better than the rest of the classes here.

We could learn Menominee and about ourselves in Menominee County. Some people up there know a lot about it.

It would be better to learn Menominee than French. Nobody in Menominee County can speak French. Most can speak Menominee.

Mom used to teach Menominee. I used to know it real good. But I never practiced. So now I forgot a lot of what I knew.

I'd think it would be interesting to learn about things nobody tells you in school. You just don't get a chance to learn about that now.

Then I could understand when someone talks Indian.

[Interviewer: How would a course in the Menominee language help you?] It would help me to learn more about what was in the past. You know, about our tribe so that if anybody ever asked me to tell them I could tell them about it.

I go to class at Keshena library to learn Menominee.

At home [taught by] my parents or Indians from Keshena, is the place to learn about my tribe.

They should teach Menominee in high school. They teach other languages there.

There really needs to be a course on the Menominees in Middle School.

We should learn Menominee stuff in school. Maybe some of the white kids would like to know too.

My grandmother could tell me about Menominees. She could teach us the language too.

I'd like a course like the one the Parent and Student Association recommends.

I'd like Menominee taught in Menominee County. I could learn a lot of it up there from the old people.

The School will teach you better.

We should learn it in school. You learn everything else here.

In Keshena the Indians will know more about Menominees.

There should be regular classes for language and history.

Indian culture should be learned at home. My parents know more than the teachers.

STUDENTS' RECOMMENDATIONS FOR CHANGE

I didn't even get to ask for any subjects I wanted. I came down here and they just gave me my subjects. [Seventh grade student]

They've got too many rules here. [Interviewer: Which rules do you think should be done away with?] Not having and not going off the school campus. We can't go in the school building over there. I have more trouble than I did at Neopit. [Sixth Grade student]

You feel that it is the whites' school, not yours. I wish they had a high school in Keshena. I wish there were more subjects. There aren't enough activities in school. The principal took away the student council and the clubs that we had last year. [Eighth grade student]

Don't have such silly strict rules. [Seventh grade student]

It is about the school rules about hair and clothing. If a kid wants to wear long hair, they should let him wear long hair. And if he don't want to wear dress pants, if he wants to wear overalls or something, they should let him wear them. It is just so he gets to school, gets his work done and gets in some learning, that is all. [Seventh grade student]

Make the teachers treat Indians fair. [Eighth grade student]

[I'd] make it so Indian headbands could be worn. After some [Indian] kids wore them the principal made a rule that you couldn't wear them. [Eighth grade student]

I'd change the point system and all that. I'd get rid of it. When kids get totally out of order the point system is fair. But loosing points for every little thing and taking points off is not fair. It is like the teachers and principal worry too much about little things. [Seventh grade student]

> The rules are too strict. Indians get suspended. Whites don't. [Eighth grade student]
>
> Have some Indian teachers. [Seventh grade student]
>
> Get rid of some teachers - the prejudiced ones that don't care for Indians. Try to make the teachers understand the students. [Eighth grade student]
>
> I think I'm dumb. The counselor doesn't understand me. He shouts at me. [Eighth grade student]

Students were asked what changes should be made at Middle School. Eighteen percent felt changes were not necessary. Most respondents (68%) recommended rule changes. These changes included freeing of the generally strict rules, modifying or eliminating the dress code (24%), eliminating the point system (13%), changing rules about detention (2%) and suspension (2%) and enforcing the rules equally for white and Indian students (8%). School personnel changes were suggested; seventeen percent wanted several teachers replaced, one percent felt Middle School needed a different principal. A few students (3%) recommended curriculum modifications. Other changes included: reducing class size, lengthening class time, shortening the school day, increasing time between classes, avoiding changing classrooms, improving the building, improving Indian-White relationships, and adding extra-curricular activities. A few students (3%) strongly recommended establishment of a Middle School in Menominee County.

Specific recommendations are presented in Appendix II.

Changes Recommended

	Sixth	Seventh	Eighth	Total
Rules	3-12%	4-10%	13-33%	20-19%
Dress Code	4-16%	10-24%	11-28%	25-24%
Points	3-12%	5-12%	6-15%	14-13%
Detention	1-4%	1-2%		2-2%
Suspension		2-5%		2-2%
Enforce Equality			8-21%	8-8%
Teachers	3-12%	9-22%	6-15%	18-17%
Principals			1-3%	1-1%
Curriculum			3-8%	3-3%
Reduce Class Size		1-2%		1-1%
Length of Classes	2-8%	1-2%		3-3%
Shorten Day			1-3%	1-1%
Increase Time Between Classes		1-2%		1-1%
Changing of Classrooms	1-4%			1-1%
Improve the Building		1-2%	3-8%	4-4%
Improve Relationships Between Indian and Whites		1-2%		1-1%
Add Activities			3-8%	3-3%
I don't Know	1-4%		2-5%	3-3%
Nothing	5-20%	7-17%	7-18%	19-18%

APPENDIX I

Aspects Students Liked and Disliked at Middle School

Rules

Liked

Disliked

Dress Code

Sixth Grade:
I don't like the rules on hair and dress.

Seventh Grade:
Well, the rules about what kind of clothes kids should wear and they have to have their hair cut and they can't have their hair so long.

I don't know. Some of the rules or something like that. I don't know.

Detention

Sixth Grade:
I don't like detention. It is no fun in detention. It is hot up there.

Eighth Grade:
[I] refused to go to detention because I felt there was no reason. I told my foster mother but she didn't say anything.

Point System

Like

Seventh Grade:
I like the point system. It will make more kids behave.

Teachers

Dislike

Sixth Grade:
I dislike teachers who are mean. Most of them are. They yell at you, take your stuff.

Some teachers are mean, they holler and blame you for things others do.

Teachers hollering at you if you can't do the exercises.

Seventh Grade:
Most teachers just like to holler too much.

Some teachers should get after kids more - get more discipline.

Some of the teachers. Some of the work, because Mr. ____, he's always hollering at me and K___, because I turned around and Mr. ___ was talking to me or something and I said what did you say? And Mr. ___ he was going to hit me but I think he knows my Ma or something so he didn't hit me and he just piles the work on you and if you don't get your booklet in by the time he says you get an F for the whole semester. I don't like that. That is the only class that I don't like.

There's about that meeting about the teachers in Keshena, they're always throwing them around, everyday there is somebody that gets kicked out of school.

Teachers don't give you a chance to talk to them.

Dislike some of the teachers and other things. A couple of teachers are mean, they talk mean.

Eighth Grade:
The teachers act too good. They have pets.

I don't like the mean teachers. They look at you funny.

Teachers don't explain things.

Some teachers are too mean. Some teachers could work harder to make class more interesting.

Teachers

LIKED

Sixth Grade:
The teacher, she understands you.

Seventh Grade:
The way the teachers act, some of them are so nice to you.

The teachers keep you in shape, they aren't too mean. They tell you what's right and wrong.

Eighth Grade:
The teachers are nice.

DISLIKED

Teachers
Prejudice

Sixth Grade:
Teachers are prejudiced. My teachers says he hates Indians and he does. Mr. ____ pinches Indians.

In home room Mr. ___ doesn't like Indians. He threw my report card at me. He is not as prejudiced as they say though.

Seventh Grade:
Some teachers are mean. They shake you up. One of the teachers always teases me. He stopped now. He made fun of me. Some are prejudiced.

Sometimes the teachers act like they don't like the Indians and they are always against them.

Eighth Grade:
Some subjects are all right. Some teachers treat whites better. Think whites are better they do things better, know more, behave better.

Students

LIKED

Sixth Grade:
I like the students. Even the white students are okay.

I have more friends here.

DISLIKED

Fighting

Seventh Grade:
Sometimes there is too much work, and too much fighting. I don't like to fight but I will if I have to.

LIKED

Principal

Eighth Grade:
I like the principal. I talk to him about my problems.

He is interested in my problems.

DISLIKED

Seventh Grade:
The principal, I'd say he's too strict.

[The principal] doesn't like Indians. [Knew she'd have trouble with this]. He accuses Indians of stealing, blames you for anything.

Eighth Grade:
The principal is prejudiced.

Nothing LIKED

Seventh Grade:

There's nothing much I like about this school. I mean that much.

Going to different rooms DISLIKED

Seventh Grade:
I don't like going to all the different rooms.

Unequal Enforcement of Rules

DISLIKED

Seventh Grade:

Mrs. ___ she is always watching the Indians and if the whites have short skirts she don't say nothing. [Do you think Mrs. ___ watches the Indians closer than she does the rest of the students?] Yes. I don't know why she does. I guess she is prejudiced.

Mr. ___, he's prejudiced. He always hollers at me. I got chewed out in his class yesterday. White kids can do anything.

I don't like the rules, like the ones about dresses. Some kids wear their dresses over four inches above their knees and don't get caught. When I or Indians wear it and it's three and a half inches you have to go down to the office. And they always send you back home.

Eighth Grade:

Teachers put down Indians so much and don't treat them fair. They kick out Indians but not whites.

APPENDIX II

Selected Recommendations for Change Made By Menominee Students

Rules:

Sixth Grade:
I'd change all rules.

Seventh Grade:
I'd change the rules. Like make buses later so after school you could goof around more.

I'd have an open campus.

Most of the rules are silly.

Oh, you can't go out on the lawn in front of the school.

Eighth Grade:
Some rules are necessary, but not all the ones we have.

You could go downtown at noon.

Some rules are arbitrary here. There is no rules against wearing sun glasses. But you can't wear them.

Open the campus.

Dress Code:

Sixth Grade:
Do not check dresses every day. Have spot checks. Now some kids wear them too short. But they are not checking now because parents complained.

Change rules about hair. Let it grow. Shirt tails [are okay].

Some rules about hair. Dresses could be 5" instead of 4".

Allow dresses shorter, hair longer. No detention for absences.

Seventh Grade:
We'l, there are skirts or something like that, and your bangs. I don't like that. And there's other rules. Like if you're wearing a different kind of shoes.

The length of dresses. They can only be 4" above your knees. You should be able to wear dresses any length.

Kids should comb their hair in their own way. We have to have bangs about our eyebrows. We're supposed to have it out of our eyes. For clothes, well, like if we wanted to wear moccasins here the school won't let us.

I'd change the rules on hair and clothes.

I'd change some of the rules. We shouldn't really have the one about hair or the way you can dress. It would be okay to wear anything you like just so it doesn't look outlandish or anything. Just so it looks decent.

Some of the dress policies like tucking in your shirt tails, in, and you wouldn't have to wear no belt, or things, like that.

Get rid of rules about belts.

Skirts could be any length the girls wanted to wear them.

You should dress the way you want when you come to school.

Eighth Grade:
We don't need a dress code.

Long hair, slacks and bangs should be allowed.

Change hair and skirt length.

Wear what you want.

Change the dress code.

Rules, Points

Sixth Grade:
Change rules about points - just make it study hall for being late.

The points aren't too good. I'd make it a little easier.

Get rid of the point system.

Don't suspend so many Indian kids.

The point system. I don't know. You get suspended easy that way.

Eighth Grade:
Get rid of the point system, it is too easy to lose all your points.

Get rid of the point system.

You can't last through the year with only ten points.

Not be so hard on kids. Don't take away or have points.

Enforcement of Rules

Eighth Grade:
Change rules. Make them less strict and enforce them equally.

White kids get away with wearing short dresses, Indians don't. This should be changed.

I'd enforce the rules. They are all right but not evenly enforced for Indians and whites.

Make teachers treat everyone, Indians and whites fair.

Teachers

Sixth Grade:
Teachers - get some nice ones - then kids will be nice.

Just make them teachers like kids better.

Frenc[illegible]. I can't understand teacher.

Seventh Grade:
Changes I'd change some of the teachers.

Discipline. The manner in which teachers work with kids. There are not enough teachers to handle all these kids.

Change some of the teachers.

[The teachers in Neopit] they usually talk about something for a while. Here if one of us gets a problem wrong or something, they don't discuss it. They just go on.

Eighth Grade:
Get rid of the teachers who are mean and strict.

Curriculum

Seventh Grade:
I'd put in a class where you would learn languages like Menominee.

Eighth Grade:
Drop math.

Some classes are boring. There should be more variety and less routine.

A course on Menominees like the one that Parent and Student Association recommends.

Length of Class

Sixth Grade:
Each class should be at least one hour.

Change the hours of French. I have to wait too long.

Eighth Grade:
Shorten days.

Changing Classrooms

Sixth Grade:
Going to different classes. I would have it only in one room.

Time between Classes

Seventh Grade:
Change the time between classes to four or five minutes, because sometimes I have reading and it is way over on that side of school and by the time I get down there I have to come back and get a late slip. Three minutes isn't enough to get from one side of the building to the other.

Improve the building

Seventh Grade:
Make the cafeteria and gym bigger.

The stairs should be carpeted so it doesn't hurt when you fall.

Get a better building.

Indian-White Relationships

Seventh Grade:
There is more discipline at Lincoln. Should be more discipline here. Should have parent-teacher conferences. Parents should tell kids to shape up. The parent and student group is a good organization. Will be helpful. It can help the relationship between Indians and Whites. Especially true of the cliques of white girls.

APPENDIX III

[Middle School]

Student Handbook

PRINCIPAL'S MESSAGE

Welcome to the [Middle School]. For many of you this type of school will be a new experience. You will find your teachers, as well as myself, eager to aid you in every way we can whether it is to help you find a room, explain your program, or solve any of the many little problems I am sure you will experience.

Those of you who have been here before probably won't get lost or experience as many problems as the students new to the school. To you, however, I give a special challenge. As former students of the school, you must set an example for everyone else to follow in accordance with the high standards which have been lived up to in the past. The reputation of the student body of the [Middle School] is in your hands. I believe this is a big responsibility and a real challenge.

No matter if this is your first year or if you have been here before, all of you will be part of the school and will be spending many hours together during the next nine months. The handbook which you are about to read explains how the school operates and what is expected of you as a good school citizen. Read it carefully. It not only lists rules and regulations but also extra-curricular activities which you may take part in to help you have fun along with your work.

Your teachers have worked hard to provide a variety of experiences for you and give you every opportunity to receive a quality education. They are, however, only one half of the team, you are the other half and must do you share. I am sure we can count on you.

Principal

SCHOOL EXPENSES

Book Deposit	$5.00
Student Activity	3.25
	$8.25

All fees are payable in your homeroom during the first week of school. No one else will collect fees until after the first week of school when all fees will be collected in the office.

Additional insurance is required of those students participating in interscholastic sports and this is payable in the office.

Each student taking physical education is required to wear an approved uniform for each class period. [Middle School] and high school uniforms are the same and can be worn for several years if properly cared for. Students are expected to keep unifroms neat and clean. When laundered, they must be ready for the next period. These uniforms are available at the _____ Sport Shop.

All textbooks must be covered. Book covers may be otained in the school store. In order to be eligible for a refund of $1.00 from the textbook deposit, books must show only normal wear.

CLASS SCHEDULE

8:09 - FIRST BELL
8:15 - 8:39 HOMEROOM
I. 8:42 - 9:30
II. 9:33 - 10:21
III. 10:24 - 11:12

SPLIT LUNCH PERIOD

IV. 11:18 - 12:07 (Grades 6 & portion of 7)
V. 12:13 - 1:02 (Grades 8 & portion of 7)

VI. 1:08 - 1:57
VII. 2:00 - 2:49
VIII. 2:52 - 3:41

The ringing of the bell does not mean dismissal. The teacher in charge will dismiss each class. Three minutes are allowed between classes which gives you sufficient time to go from one class to another in any part of the building.

In order to get the most from the educational opportunities available, each student is expected to be in every class on time and remain there the full period except in cases of emergency. Do not come into the office to make a phone call, or for any reason, between classes if it will make you late for class except in cases of emergency. Students late to class must make up the time.

All student business should be conducted in the office in the morning prior to Homeroom period.

COURSE OF STUDY

Required Subjects: Grade 6

Science
Math
Social Studies
Language Arts
Reading
Physical Education (2 periods a week)
General Music (2 periods a week
Art (2 periods a week one semester)
French (1 period a week)

Elective Subject:

Instrumental Music

Grade 7

Science
Math
Geography
Language Arts
Reading
Physical Education (2 periods a week)
General Music (3 periods a week one semester)
Art (2 periods a week one semester)

Elective Subjects:

French
Instrumental Music

Grade 8

Science
Math
Citizenship
Language Arts
Reading (one semester)
Art (3 periods a week one semester)
Industrial Arts (one semester)
Home Economics (one semester)

Elective Subjects:

French (however, only those students having taken French in Grade 7 may enroll)
Vocal Music (3 periods a week - all year)
Instrumental Music

(Students taking band and French may be excused from industrial arts, home economics, and reading providing test results indicate a high degree of reading ability.)

BASIC NEXTBOOKS

Basic textbooks will be issued to all students. There is to be absolutely no writing in any school book except name on inside cover in pencil. Some of these books may be old and perhaps soiled and misused. It is our concern to evaluate each book and see that they receive no further damage. Book damage or loss will be charged against the student. Textbooks will be issued by the teacher and recorded according to student name, book number, and condition. At the close of the year, books will again be collected and checked by the teacher.

All textbooks must be kept covered. Covers are available in the school store. Students not keeping their textbooks covered will be subject to book fines.

REPORT CARDS

Report cards will be issued upon the completion of nine weeks of school. Cards will be handled through homerooms. After receiving your card from your homeroom teacher you will present the card to each of your teachers and receive your grade.

Students are rated for academic achieverent and school citizenship. Your academic grade is an average of all grades earned during the nine weeks period. Your citizenship rating represents your teachers evaluation of you. In many cases you may feel that you have not been rated properly. Please bear in mind that your citizenship rating is based upon the impression you make upon your teacher. When several teachers agree in their evaluation you may be assured that other people will have a similar impression of you as a school citizen or as a member of your community.

Your citizenship grade is very important to your future. A good rating makes it possible for the school to give you a good recommendation even after you are out of school.

The school receives many requests for recommendations of former students applying for jobs, military advancement, etc. These records remain on file and may be referred to many years after you have completed your formal education.

FAILURES

Failures will not be issued except in cases where the student would not at least make an effort to master the assigned work.

Semester failures in a subject mean that the semesters work must be repeated unless taken care of in one of these three methods, depending upon your grade in school.

1. Make up failure by reporting to school for make up work during the summer.

2. Make up failures by correspondence or special tutoring. The cost to be carried by the student.

3. Register in advance at the senior high. Students must be accompanied by parent when making such registration. The student will be under probationary status until necessary make up work is completed.

NOONHOUR

11:18-12:07 lunch hour for grades 6 and a portion of 7. Remainder of students report to classes.

12:13- 1:02 lunch hour for grades 8 and a portion of 7. Remainder of students report to classes.

Time not used for eating may be spent.

1. In study hall (south two rows) under study hall conditions.
2. In library, under library rules.
3. In the gym during winter or unpleasant weather and out of doors during pleasant weather in spring and fall.

Closed campus means that everyone remains on school property unless permission has been granted to do otherwise. Under no circumstances are students permitted to leave the school grounds during the noonhour or at any other time during the school day without permission from the office. Parents may request in writing permission for students to report home. If permission is granted, students must remain under home supervision during the noonhour and may not re-enter the building until 5 minutes before the first bell.

The intramural program is operated for the specific purpose of affording those students who remain at school during their lunch period an organized and supervised program.

Past experiences have proven that in order that we may provide an efficient hot lunch program, an intramural program that will be most beneficial, just, and inclusive, as well as providing a supervisory service that will permit a high degree of student safety during these activities, the following policy must be strictly adhered to. In specific cases of emergency, or need, special arrangements can be made through the principal's office.

It is mandatory that students participating in the intramural program remain on the school grounds during the noonhour everyday during the entire year. Students may bring cold lunch to be eaten in the cafeteria if they do not wish to eat the prepared hot lunch and still participate in the program, but no student will be permitted to participate if he leaves the school grounds.

Students who eat in school may bring a package lunch and may purchase milk in the cafeteria. Students who eat hot lunch will buy tickets in the cafeteria each Monday on the way to hot lunch.

HOT LUNCH

Hot lunch tickets may be purchased weekly in books of 5 tickets for $1.50. Single tickets may be purchased at 40¢ each. Unused portions of weekly tickets will be applied toward the purchase of new weekly tickets each Monday.

CAFETERIA REGULATIONS

1. All food must be eaten in the cafeteria.
2. People not eating hot or cold lunch may not be in the cafeteria.
3. Candy and bake sales must be held in the cafeteria only. The food must be eaten in the cafeteria.
4. Everyone must take one carton of milk and return the empty carton.
5. After eating, clean up your immediate area. Return plate, silverware, napkins, etc.

GUIDANCE

One of the main purposes of this school is to give you students a chance for exploratory activities, so that each of you will understand his own personality, capabilities, and interests, and so that when you begin to choose subjects for your senior high program you will better know what possibilities are open to you. These school years are ones in which you must learn to make decisions for yourself and assume the responsibility of the consequences. You will make decisions which will affect your entire life.

It is the aim of our guidance work not to make decisions for you, but to provide opportunity for discussing individual problems so that you can make better decisions for yourself. If you have questions or problems, please ask one of the following for an individual conference: Your homeroom teacher, the guidance counselor, the principal, your classroom teacher, your parents. Usually they cannot do things for you, but they will try to help you do things for yourself, which is part of growing up.

If a teacher calls you in for an individual conference, it may be to discuss a problem with you before calling it to the attention of your parent. If there seems to be individual growth and change, there may be need for discussing it with parents. However, we encourage you to aid your parents in understanding you. We will try to help them. We invite parents to contact the school office for an appointment with the involvedpeople, if they wish to discuss any of the following: Your program choices, test results, health problems, your grades, your general behavior, attendance, etc.

If they understand they will not expect the impossible of you. If your teachers really know what you are like, they will not set tasks too difficult for you. If you understand yourself you will set life goals you will reach with some happiness and success.

STUDENT COUNCIL

The student council is your organization. Each semester it is your privilege to elect to this group one capable person to represent you and the other members of your homeroom. The student council considers and makes recommendations to the principal on all student suggestions for the improvement of the school. The council will also make arrangements for lyceums, lost and found department, and other problems as they arise. The council will meet on a designated day using progressive periods.

SCHOOL ATTENDANCE POLICY

It is the policy of the Board of Education to encourage regular and punctual attendance of all pupils in the schools of Joint School District No. 8 during the full period and hours in which school is in session.

A student who is absent from school will be readmitted to class upon proper notification by one of the parents or legal guardians as to the date, the number of days, and the reason for the student being absent. Proper notification shall be interpreted to mean either having called the school as soon as it is obvious that the student is going to be absent from school, giving whatever information is available, or a letter sent to the school principal giving this same information or a note sent with the pupil on the date of his return to school. It is highly recommended that parents avail themselves of the opportunity of calling the school immediately when their child is to be absent from school so that an early check can be made on students who might absent themselves unlawfully, or without the knowledge of their parents. In the event that the excuse for the absence has been called in to the school, the principal may still require that a written excuse be furnished.

Absences can be excused only in cases of illness or emergency. Emergencies will be defined when parents call the office. Unexpected absences should be reported to the office on day of absence or as soon as possible. This can be done by phone or note. Reporting an absence by phone is a great help. When this is done we do not send our nurse to visit. In event that it is impossible to notify the office, the student must present an excuse from parent upon return to school. An absence slip must be presented to classroom teachers before class begins. You are given a definite time in which to complete work missed. Extentions will be granted if a legitimate excuse is presented. Any work that is not completed become a failing grade.

Students away from school for any excused absence will be expected to make up a reasonable amount of the work missed and no other penalty shall be assessed against the pupil.

Unexcused absences require a make-up of time as well as work. Time missed is scheduled for make-up during the several vacation periods.

A planned absence should be arranged for prior to the absence. The parents request should be presented to the office by the student, and the work to be missed made up before the absence. These arrangements can only be made under very specific situation.

SUMMARY: ABSENCE -- TARDINESS

1. Upon return to school it will be necessary to report to the school office with a written excuse from parent or guardian stating student's name, date, days of absence, and reason for absence, unless parent has notified the office of the absence by phone.
2. Upon receipt of absence blank it must be presented to teachers who will specify the work to be completed.
3. Planned absences should be reported and work completed prior to absence.
4. When tardy, report to office for tardy excuse.
5. Penalities will be assigned for persistent tardiness.

ILLNESS

1. If taken ill during school hours, report to office and request permission before leaving school.
2. Never leave school without permission from the office.
3. The office will notify the home of your illness.

LEAVING SCHOOL

Permission to leave school for any reason must be granted through the office.

LOST AND FOUND

Articles are to be turned in and called for at the school office.

LOCKERS

Each student is assigned to a locker, and is expected to keep it locked at all times when not in use. Also keep the interior of your locker neat and orderly, and open and close it with a minimum of noise. Do not become impatient if your locker fails to open at once when you turn your combination. Begin at the starting point and try again instead of giving up. If you have repeated trouble in opening your locker, report the matter to the office or your homeroom teacher.

The lockers assigned to students represent the only means we have for you to have a place to store your belongings. We expect this to be a safe place to keep the school materials of you and your locker partner.

Under no circumstances should you give your lock combination to anyone. The office will assist if you are having trouble with your lock.

Do not leave money or other valuable in your lockers. Do not bring a great amount of money or other valuables to school. However, when it is necessary to have such items with you, the office will gladly place your valuables in an envelope and keep them in a safe place.

You are not to use any locker except the one assigned to you through the school office. You are expected to treat your locker as your special place for your materials, and no locker changes can be made because of your carelessness.

LOCKS

1. Clear lock by flipping to right several times around.
2. Turn right to first number.
3. Turn left past second number and stop on this number the second time around.
4. Turn right to third number and pull on lock.
5. To close lock, push and turn right.

TO AND FROM SCHOOL PROPERTY

Students are to use the sidewalks rather than crossing the lawns. When crossing to or from school property, use the intersections.

STUDY HALL

A study hall period serves a purpose. It gives students an opportunity to complete assigned work or to do extra reading. In order to accomplish this purpose everyone in a study hall period must follow regulations.

A. Promptness, dismissal, courtesy
   1. Be seated in your desk when the last bell rings.
   2. Remain in your desk at the end of the period until dismissed by your study hall teacher.

B. Library privileges
   1. Students with library permits will be given first chance to go into the library.
   2. Secondly, students who wish to do reference work will be given a chance to go into the library.
   3. Third, students who wish to use the library for reading purposes will be given a chance to go into the library.
   4. A student using the library is to remain in the library until dismissed by the librarian. This dismissal time by the librarian will come in the middle of the period and at the end.

C. Study Hall Policies
   1. Permission to talk must be given by the teacher in charge by a monitor.
   2. No more than two people may be out of their desks at any one time. This would mean that no more than four people are to be talking at any one time. All conversations are limited to two minutes.
   3. Every study hall student is expected to come to the study hall with work and needed materials sufficient for the entire period.

STUDENT CONDUCT AT ACTIVITIES

Outsiders and visitors judge the school and the students of the school by standards of student conduct. Every student owes a visitor, speaker, or entertainer a courteous hearing. Part of your education should be the building of habits of common courtesy. If members of the student body persist in acts of discourtesy, they will not be permitted to attend extra-curricular activities.

STUDENT SMOKING

No smoking by students is permitted in the school building or on the school grounds. Smoking in school or on the grounds is considered a serious offense and will result in suspension or expulsion. This rule also applies when participating in or attending school activities or when on school trips.

FIGHTING WILL NOT BE TOLERATED

Students have a right to come to school and participate in all activities without fear of being molested, assaulted or threatned. If any one does this to any student, it is to be reported to the office at once. Fighting will result in immediate suspension from school. In order to be re-admitted to school, your parents will have to return you to make all arrangements for your re-entrance.

SCHOOL BUILDING AND PROPERTY

Each student must observe all possible care in the use of school buildings and property and will be held responsible for any damage either through intent or carelessness.

Put all waste paper in the waste baskets. Do not mark or mar in any way the floors, walls, or school furniture. Sit only on school furniture designed for sitting.

LIBRARY POLICY

A. Philosophy and Purposes of the School Library:

1. To participate effectively in the school program by meeting the needs of students and teachers as much as possible.
2. To provide students with the library materials most meaningful in their development as individuals.
3. To attempt to guide and stimulate students in all phases of their reading for their enjoyment, satisfaction, and educational development.
4. To provide an opportunity for our students to develop beneficial interests, to make the proper personal adjustments, and to acquire desirable social attitudes.
5. To help the students become skillful users of library materials.
6. To work with teachers in the selection and use of library materials which contribute to the teaching program.

B. Library Rules and Regulations:

1. Books may be checked out for a two-week period.
2. A book may be renewed when necessary. Do not expect several renewals without a good reason for doing so.
3. A fine of 2¢ per day, <u>including holidays</u>, will be charged on all overdue books. However, if the fine is paid immediately when the book is returned, then the fine will be only 1¢ per day, including holidays. An excused absence slip from the office shown to the librarian will remove fines charged against a student while absent.

4. All fines are to be paid directly to Mr. Monette, not to a substitute teacher or to any assistant librarian, unless one is so appointed for this specific purpose. Special consideration will be allowed the student if Mr. Monette should be absent from school and a student attempted to take care of a library obligation.
5. It is <u>your responsibility</u> to return borrowed materials to the library by the designated due date agreed upon. Do not depend upon others to do this for you. <u>DO IT YOURSELF AND DO IT ON TIME!</u> You will have only yourself to blame if you have to pay a fine for any violations. The library should not even have to notify you by any methods of these responsibilities.
6. It must be understood that negligence in library regulations can only result in some type of restriction imposed upon you. This restriction will be determined by the seriousness of the obligation and/or the number of violations charged against the student.
7. Any library book or materials stamped due back to the library on a day that school is not in session, such as the various holidays, is automatically due back on the first day that school is in session <u>after</u> the holiday. Fines on such materials will start on the second day of school.
8. Reserve books, vertical file materials, and old magazines may be checked out for overnight or week-ends only. Such materials may be checked out during the last half of the last period each day. These materials are to be returned promptly upon arrival at school the next day <u>before</u> homeroom period begins (last bell). A fine of 5¢ per <u>period</u>, including homeroom period, will be charged for violation of this rule. Maximum fine per day will be 25¢ or to the purchase value of the material if less.
9. Most reference books cannot be checked out for overnight. For some older ones, exceptions may be made. The student is to check with the librarian concerning this. Reference books are very expensive and are usually in great demand by other students. They should thus remain available at all times in the library. Teachers may sign them out for classroom purposes on a limited time basis agreed upon between the teacher and the librarian.
10. A student may enter the library at the beginning of a period or at intermission when duly excused by those in charge in the study hall. A student may leave the library to return to the study hall at intermission, or leave at the end of the period only when excused by those in charge in the library. A student should anticipate these dismissal times and prepare for them quietly. Cooperation will aid in a prompt dismissal.
11. There should be a constructive reason for a student to make use of the califone and vertical file, both available to the students.

12. Discipline:
    a. Talking without permission is not allowed. If permission is granted, the student must stand or the situation will be treated as if permission were not granted.
    b. ABSOLUTELY NO GUM CHEWING WHATSOEVER!!
    c. No running through the library at any time.
    d. Any type of disturbing situations not conducive to an atmosphere permitting good reading and studying procedures will not be tolerated.
    e. Penalties:
        1. A verbal warning the first time if the violation is of a minor degree, or,
        2. The student will be asked to leave the library, which automatically results in the student being placed on the Blacklist for two weeks for the first offense, four weeks for the second offense, and indefinitely for the third offense. In most cases, the student will be given a choice of conforming to proper behavior or being placed on the Blacklist.

POLICY FOR DENTAL AND DOCTOR APPOINTMENTS
Joint School District No. 8

The Board of Education, at their May 23, 1960, meeting, adopted the policy that:

> "No regular school time be granted for non-school functions, except emergency medical and dental care."

In implementing the above policy of the Board of Education, the following procedures will be carried out by the various principals of the schools:

1. Pupils will not be dismissed from school for the usual routine doctor and dental appointments. These must be scheduled on non-school time.
2. When a child has a lot of professional work which must be accomplished over a short period of time or requires work which should be done in the immediate future, and appointments are not available on non-school time, appointments may be made during the least disruptive time of the child's school schedule. It shall be the responsibility of each principal to develop a schedule of time when such appointments will be the least disruptive to the school schedule and to be taken by the pupil at his first appointment so the doctor will be able to determine appropriate

times to schedule appointments. These periods of time might include the more non-academic periods such as free periods, physical education periods, art, music, and such other periods as designated by the school principal.

3. In the event of emergency care, pupils will be excused from school at whatever time an appointment is made by the doctor or dentist. It shall be the sole responsibility of the doctor or dentist to determine when emergency care is needed.
4. Out-of-town appointments:
   Pupils and parents will be discouraged from making out-of-town appointments during school hours. In the event that non-school time is not available and the particular care which is needed is not available in the immediate area, pupils will be excused from school during the later afternoon hour.

In formulating the above policy, it is the desire of the school district to be fully aware of the total welfare of the child and to work harmoniously with the doctors and dentists in the district for the welfare of our children.

RULES FOR PUPILS RIDING BUSES

1. Pupils are under the authority of the driver while being transported. Refusal to obey rules or orders of the driver will make a child liable to be reported to the school officials and perhaps to be denied transportation privileges.
2. The pupils must be on time for the bus. A one-minute waiting period is being recommended with consideration given to record of punctuality, distance from home and weather. This does not mean that the bus will wait every morning one minute for a child, but rather will wait several times, will report the fact to the school office and will from then on leave on schedule.
3. Pupils who know ahead of time that they will not be riding the following day should inform the driver. If they are absent for some unexpected reason they should call a family preceding them on theroute so that the bus will not wait unnecessarily.
4. While waiting for the bus, all children are to remain off the highway. If they have to walk on the highway to meet the bus, they must walk on the left side of the road. Bus riders must conduct themselves in a safe manner at all times while waiting to board the bus.
5. Pupils must wait until the bus is stopped before boarding or alighting from it, standing back away from the bus until it is completely stopped. Then enter the bus in an orderly manner, no shoving or pushing.

6. Pupils will have a seat assigned to them and will then stay in that seat unless given permission to move by the driver. The pupil assigned to a seat will be responsible for damage done to it.
7. Pupils must not extend their hands, arms, heads, or bodies through bus windows. All riders shall remain seated while bus is in motion.
8. Pupils will be permitted to converse in a normal tone, but loud, profane or obscene language is prohibited. Unnecessary conversation with the driver will not be allowed.
9. Pupils will not open or close windows without the driver's permission.
10. Pupils must cooperate in keeping the bus clean and must abstain from damaging it.
11. Pupils must be courteous to the driver, to fellow pupils and to passers-by.
12. All pupils must be on the bus for the return trip within 7 minutes after final dismissal bell.
14. Pupils must keep absolutely quiet when bus is stopped or stopping.
15. Pupils shall report to the bus driver any complaints regarding other bus students.
16. Pupils will cross the road, when necessary after getting off the bus (at least 10 feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.
17. Pupils must be alert to the danger signal from the driver.
18. Pupils should help look after the safety and comfort of small children.
19. If it is snowing hard, listen to Shawano radio station (W.T.C.H.) for school closing news.
20. The above rules and regulations would apply to any trip under school sponsorship.

The school bus is an extension of the classroom, and therefore should be treated as an extension of the classroom by the students, by the bus driver, by the parents and the school. We must not only provide safe and efficient transportation, but the right atmosphere must prevail in every bus so that we have the proper training in character development. The bus ride should teach children certain social graces, and how to get along in a Democratic way. It should be another opportunity to cultivate better manners and courtesy and to develop habits of punctuality, to supplement the good learning going on in the classroom.

Bus transportation is a privilege and must be treated as such. Every child should follow the rules and regulations and has the right to expect that all other children will do the same. Those children who violate the rules, or abuse this privilege, will be denied the right to ride the school bus. We ask that you help us to insure that all children will receive a safe, adequate, and efficient ride on our buses.

BUILDING REGULATIONS

1. When pupils enter the building, they are expected to go directly to their rooms and not loiter in the halls. They may, however, return books to the library or books and materials to the various classrooms.
2. Pupils are to leave the building immediately at the close of school unless they have an appointment with a teacher.
3. Pupils are allowed a degree of freedom in the halls, but they should refrain from running or becoming boisterous.
4. All are asked to help keep the building and equipment clean and in good condition. Those causing any damage are held responsible.
5. If a pupil is absent from school, a written excuse or phone call from the parent is required to excuse the absence.
6. The school is yours; be careful of its appearance. Leave every room in the condition you would like to find it upon entering. This is particularly true of toilet rooms, study halls, and locker areas.
7. You must have a pass from a teacher in order to leave your classroom.
8. Everyone is urged to be careful with articles of value. It is best to check such articles in the main office for safekeeping.
9. Mark all personal belongings with your name.
10. Gum chewing is not permitted because improper disposal of gum has created sanitary and economic problems both unhealthful and expensive.
11. If you move during the course of the year, notify the office promptly so the records can be properly adjusted. If your telephone number is changed notify the office.
12. Students are not allowed to use or be called to the telephone during school hours except in case of an emergency.
13. After you have entered the school during school hours, you may not leave school without permission from the office. If you are ill or have been injured, or because of an emergency you must go home, don't leave school without telling anyone. Go to the office for permission. The school is liable for students during school hours and must know where everyone is at all times. In case of an accident, report immediately to the office or to the school nurse.
14. When you arrive in the morning or at noon, place your wraps in your locker and take all the books and other materials you will need for your classwork that half day. No one is permitted to go to his locker between classes or during class periods. Pupils may not stop at their lockers to drop off books or to get wraps when passing to the auditorium for assembly meetings. Exceptions can only be made by teachers or the office.

15. Since smoking is prohibited, there is no need to carry cigarettes with you. Cigarettes or any smoking materials found in your possession or visible on your person will be confiscated and appropriate action taken.

Each rule requires a penalty. We sincerely urge your cooperation which will eliminate the need for penalty assignments.

ATHLETIC POLICIES

Athletes are leaders, they represent the community, the school, the coach, and themselves, therefore they will be expected to act in a complimentary manner. To take part in athletics and intramurals:

1. General deportment must be good.
2. Scholarship must meet school standards.
3. All training rules, and rules of the game must be obeyed.
4. You must show clean sportsmanship at all times.
5. You must be willing to follow your coaches instructions and attend all game and practice sessions unless excused by your coach.
6. Socially accepted standards for hair dress, and clothes attire is the accepted rule, and must meet with the approval of the coach. A type of hair cut or dress that sets an individual apart from his teammates as being different will be cause for dismissal from all athletic and intramural activities.
7. It is understood that these rules will apply on a year around basis, rather than a seasonal.
8. Failure to comply with this Athletic Policy can lead to suspension of all individual rights to participate, and a forfeiture of any awards already gained.

I have read and understand the above rules. I agree to abide by these rules as listed.

_____
Student Signature

_____
Parent Signature

BOYS AND GIRLS PHYSICAL EDUCATION
RULES AND REGULATIONS

We have as few rules as possible and we keep them as simple as we can. They are based on common sense and fair play, and everybody should understand them and observe them. None of these rules should work any hardships on anyone. Their only purpose is to provide for the orderly operation of the class and to avoid misunderstanding as much as possible.

1. All students must wear complete regulation physical education uniforms.
2. All participants must shower after class regularly.
3. Physical education uniforms should be washed regularly.
4. All injuries, no matter how big or small, should be reported to the physical education teacher immediately.
5. Report all lost and found articles to the instructor.
6. Lockers must be kept locked at all times and valuables concealed within.
7. The school is not responsible for stolen or lost articles.
8. If a student must wear glasses, guards are available in the physical education offices.
9. Medical excuses will be honored. All other excuses must be approved by your physical education instructor.
10. Jewelry of any kind (rings, watches, bracelers, etc.) should not be worn during physical education classes or during any sports activity.
11. No one is permitted in the locker room area without permission while class is in session.
12. There is a certain amount of danger from slippery floors in the locker rooms and shower rooms. Guard against this condition rather than enhance the danger.
13. Shouting, pushing, snapping of towels will be subject to disciplinary action.
14. Ample time will be given to dress for class, and report to the gym for further instruction. Tardys will count as demerits.
15. All absences from class periods must be made up.
16. Parents should inform the school of any serious injuries the student has had. Recent or former hernia operations, heart conditions, genital implication, rheumatic fever, and severe asthma conditions are some of the things about which we would appreciate information in order to better protect and enrich the student's life.

Grades are based on:

1. Attendance and participation 2. Skill tests 3. Class attitude and cooperation 4. Sportsmanship, responsibility and accomplishment. 5. Knowledge of rules a. Written tests b. Game situations.

STUDENT DRESS

Students are to dress in good taste at all times. Socially accepted standards for hair dress, and clothing attire is the accepted rule. A type of hair cut or dress that sets an individual apart from his fellow students as being different is not permitted. There are certain things which are not in good taste and have no place in school. The school board of District No. 8 has set up as part of its written policy suggestive standards of dress to be worn during the school hours.

Boys - Proper Grooming

A. Hair styling
   1. Hair styles setting an individual apart from his fellow students as being different are not permitted.
   2. The school district policy which we support states that boys bangs should extend no further than 1 inch above the eyebrows.
   3. Hair must not be bleached, dyed or treated with any artificial hair coloring spray.
   4. Hair must not be excessively long at any time.
   5. No sideburns.

B. Trousers
   1. Belted trousers or belts worn when trousers are not belted.

C. Shirts
   1. Shirts buttoned, top button on sport shirts permitted unbuttoned.
   2. Collars turned down.
   3. Shirts with tails are to be tucked into trousers.
   4. Only sport shirts styled as an outside shirt may be worn outside the trousers.

D. Footwear
   1. No cleats.
   2. No boots, any shoe covering more than the ankle is defined as a boot.

Girls - Proper Grooming

A. Hair styling
   1. Girls' bangs may extend to the top of the eyebrows, but at no time should they, or longer hair, impair or obstruct vision.
   2. Hair must not be bleached, dyed or treated with any artificial hair coloring spray.

B. Cosmetics
   1. Minimum use showing good taste.
   2.. No eye make-up permitted.